

Course: General Psychology (PSYCH 101)

Queens College SEEK Program

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Assignment: Queens Mindscapes: A Digital Field Research Project

Overview

This open educational resource (OER) is a module assignment for a Psychology 101 course unit on research design. Using the Noba Project's Discover Psychology 2.0, "[Conducting Psychology Research in the Real World](#)" module as a foundation, students will form research groups (3–4 students) to design a place-based research project exploring real-world psychological concepts in Queens, New York.

Textbook: [Discover Psychology 2.0](#)

This resource is designed for use in Introduction to Psychology (PSYCH 101) at Queens College, CUNY, or any general psychology course that incorporates community-based learning and research.

Module Learning Goals

- Introduce students to real-world research methods in psychology using local, place-based inquiry.
- Encourage ethical and culturally responsive engagement with communities in Queens, NY.
- Foster critical thinking by connecting psychological theory to lived experiences.
- Promote civic engagement and social awareness through the exploration of local histories and mental health narratives.
- Build digital literacy by guiding students to create multimedia presentations of their findings.

Module Learning Outcomes

By the end of this module, students will be able to:

- Practice ethical, real-world research design and data collection strategies (e.g., interviews, diary studies, behavioral observations).
- Develop culturally responsive, ethical research designs skills using archival & community sources.
- Design and deliver a multimedia assignment that connects local narratives to major psychological theories.
- Apply psychological concepts such as culture, positive psychology, learning, well-being, and identity to the lived experiences of people in Queens.
- Engage directly with the Queens College Archives and Queens community oral histories to link historical and contemporary psychological themes.

Queens Place-Based Component

Students must incorporate at least one of the following Queens-based sources that reflect their chosen community and community issue:

- [Queens College Special Collections & Archives](#)
- [Queens Memory Project](#)
- Information from local landmarks & community hubs resources:
e.g., [Flushing Meadows Park](#), [Jackson Heights](#), [Louis Armstrong House](#), [NYC LGBT Historic Sites-Langston Hughes Library](#)
- Newspaper archives or articles from the following with specific links to the subject:
 - [Queens Daily Eagle](#)
 - [Local News Archives](#)
 - [Queens Chronicle](#)
 - [News Media](#)
 - [The New Yorker](#)

Students are encouraged to explore neighborhood changes (neighborhood changes like gentrification, immigration patterns, economic shifts, or develop a database for mental health resources to address concepts like identity, well-being, behavior, and community resilience), read articles about lived experiences, and conduct interviews with community residents from the borough.

Choose a Queens Neighborhood Experiencing Change

Students groups pick one of the following neighborhoods and identify issues from the neighborhood of their choice (or one of their choosing, with instructor approval). Each group must select a different neighborhood.

- **Long Island City** –gentrification, rezoning, luxury apartment development
- **Jackson Heights** – multiculturalism, immigration, LGBTQ+ activism
- **Jamaica, Queens** – Black middle-class history, transit-based renewal
- **Corona or Elmhurst** – COVID-19 impact, community resilience
- **Flushing** – language diversity, small business growth/struggles
- **Far Rockaway** – public housing, natural disaster recovery, economic changes

Summary:

This Open Educational Resource (OER) is designed for an undergraduate *Introduction to*

General Psychology course at Queens College, CUNY. Titled “*Queens Mindscapes: A Digital Field Research Project*,” this assignment is part of a module that engages students in real-world psychological research grounded in the diverse communities of Queens, New York. Drawing from the Noba module from the course textbook, “[Conducting Psychology Research in the Real World](#)”, this resource emphasizes experiential learning through ethical, place-based inquiry.

Students will select a Queens neighborhood undergoing social, economic, or cultural change and use real-world research methods such as diary entries, experience sampling, or oral history interviews to examine how these changes impact the well-being of community members. They engage with historical materials from the [Queens College Archives](#), [Queens Memory Project](#), and local news sources to provide context for their research. The assignment culminates in the creation of a digital storytelling product (e.g., podcast, video, interactive map), using free tools like Canva, Anchor.fm, or Adobe Express.

The goals of this resource are to help students:

- Practice ethical real-world data collection strategies (e.g., interviews, diary studies, behavioral observations).
- Develop culturally responsive, ethical research designs skills using archival & community sources.
- Design and deliver a multimedia assignment that connects local narratives to major psychological theories of wellbeing.
- Engage directly with the Queens College Archives and Queens community oral histories to link historical and contemporary psychological themes.
- Reflect on the mental health and social narratives embedded in local communities.

By using Queens as a living research lab, students deepen their understanding of how environment, identity, and mental health intersect. This activity supports civic engagement, research skills, and critical thinking within a culturally diverse urban context.

Assignment: “Queens Mindscapes: A Digital Field Research Project”

Research Phase (Weeks 3–5)

1. Choose Your Topic & Method
 - a. Eg: “How has rapid gentrification in Long Island City impacted the livelihood of residents?”
 - b. Select method: [diary study](#), [experience sampling](#) (via smartphone prompts), or [oral history interviews](#).
2. Engage Archives & Local Histories
 - a. Explore relevant oral history in [Queens Memory Project](#) or [Queens College Special Collections & Archives](#)

- b. Read context: [Queens Chronicle](#) article on your topic (e.g., “Elmhurst Wellness Initiatives”, “Jackson Heights Language Barriers in Counseling” or “Immigrants in Queens”).
3. Design & Ethics
 - a. [Draft protocol](#): purpose, method, participants, ethical measures (informed consent, respect).
 - b. Submit [IRB-style summary](#) (1–2 paragraphs) including [consent form](#).

Plan for Field Work (Weeks 5–7)

1. Conduct data collection: daily diaries (3 entries), 5 prompts via experience sampling, or one 30-min oral history interview with a local.
2. Record responses and preliminary reflections.

Analytic Reflection (Weeks 7–8)

1. Identify 2–3 emerging themes in your data connected to psychological constructs ([culture](#), [learning](#), [well-being](#)).
2. Connect these with archival/community narratives from Queens place-based component sources.

Final Digital Story (Due Week 10)

1. Create a 3–5-minute digital story via (choose one):
 - a. Podcast: e.g., [Anchor.fm](#)– + [Audacity](#)
 - b. Video/story: [Canva](#), [Adobe Express](#), [WeVideo](#)
 - c. Story map: [Google My Maps](#) + voiceover
2. Include:
 - a. Your research question/method & Queens context
 - b. Voice/video/data excerpts with theme narration
 - c. Archives/quotes or newspaper headlines, [Queens Chronicles](#)
 - d. Theoretical takeaways ([culture](#), [learning](#), [well-being](#))
 - e. [Reflection](#): How did field conditions shape your findings?

Submission: Submit via [Brightspace](#)

Free Tools and Resources for presentation

- [Anchor.fm](#)– Free podcast creation
- [Audacity](#) – Audio editing
- [Canva](#)– Video storytelling, posters
- [Adobe Express](#)– Simple video slideshows
- [WeVideo](#)– Cloud-based video editor
- [Google My Maps](#)– Map data visualization
- [Queens College Archives](#) Place-based primary sources
- [Queens Memory](#)– Oral history collections
- [Queens Chronicle](#) – News Paper Articles

Grading Criteria

Category	Percentage
Group Project (final) Presentation of project Personal Reflection (about 100 word paper)	40%
Exam 1	15%
Midterm Exam 2	15%
Final Exam 3	10%
SI Session Attendance (must attend 3)	5%
Attendance & Punctuality	5%
Class Participation & Engagement	5%
Professionalism (Deadlines, Collaboration) Groups will submit a peer evaluation form	5%

Project Grading Rubric (40 pts total)

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