ENGAGED CIVIC LEARNING
COURSE DESIGN WORKBOOK

RUTGERS-CAMDEN
CIVIC ENGAGEMENT FACULTY FELLOWS
COURSE DEVELOPMENT WORKSHOP

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JANUARY 15 & 16, 2013
DAY ONE: REDESIGNING YOUR SYLLABUS

8:30 am  Breakfast
9:00 am  Introductions
9:45 am  Background to Engaged Civic Learning (ECL) and the public mission of Rutgers University
10:30 am  Break
10:45 am  Interactive discussion: Examining our own practices – teaching and community involvement
Noon  Lunch
1:00 pm  Purposes and learning opportunities through Engaged Civic Learning
1:30 pm  Key elements of an effective ECL syllabus
2:00 pm  Break
2:15 pm  Small group work with share-outs: Syllabus redesign
4:00 pm  Wrap up

DAY TWO: CRITICAL REFLECTION AND COMMUNITY PARTNERSHIPS

8:30 am  Breakfast
9:00 am  Presentation by 2012 Faculty Fellow
9:45 am  Introducing the DEAL framework for critical reflection
10:30 am  Break
10:45 am  Practical examples of reflection-in-action
11:30 am  Q & A
Noon  Lunch
1:00 pm  Introducing campus resources: Office of Civic Engagement staff and more
1:30 pm  Key partnerships of the Office of Civic Engagement
2:00 pm  Break
2:15 pm  Interactive discussion: Principles of partnerships
3:15 pm  ECL Course Grant funding and ECL Course Designation
4:00 pm  Wrap up: Assignment for first Faculty Fellows follow-up
## Assessing the Quality of Engaged Civic Learning Courses

<table>
<thead>
<tr>
<th>ECL Element</th>
<th>Developing</th>
<th>Effective</th>
<th>Exemplary</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration of experience with learning goals and other course elements</td>
<td>Course’s stated learning goals do not directly address the experiential component of course or are not related to the expectations for the experiential component</td>
<td>At least one stated learning goal addresses the experiential component of the course and relate to the expectations for the experiential component</td>
<td>Multiple stated learning goals address the experiential component of the course and are deeply embedded into the expectations for the experiential component</td>
<td>- Learning Goals/Objectives</td>
</tr>
<tr>
<td>Opportunity for analysis of and/or reflection on experience</td>
<td>Faculty member’s assignments do not directly require students to actively reflect on the experiential component of the course or opportunities for reflection in other stated assignment are not actively sought.</td>
<td>At least one assignment requires students to reflect on experiential component of the course or reflection is encouraged in many or all assignments. Opportunities to reflect include in-class discussion, online discussion boards, written assignments, or creative expression.</td>
<td>All assignments are designed with reflective opportunities used to reinforce experiential learning and provide students with multiple forms for reflecting on experience through in-class discussion, online discussion boards, written assignments, and/or creative expression.</td>
<td>- Learning Goals/Objective-Assessment Lists/In-class Discussion/Online Discussion Boards/Reflection Essay/Plagiarism Reports/Grading Rubrics/Grading System/Reports/Project Logs/Attendance Records/Participation Sheets/Other Assignments/Description of ECL Assignment</td>
</tr>
<tr>
<td>Substantial experiential or community-focused component in which all students are required to participate</td>
<td>Experiential component is less than 10 hours over the semester and/or has no pedagogical relationship to the learning goals of the course OR experiential component is not a required component of the course.</td>
<td>A required experiential component is between 10 and 15 hours over the semester and has a pedagogical relationship to the learning goals of the course.</td>
<td>A required experiential component is more than 15 hours over the semester and is substantially related to the learning goals of the course.</td>
<td>- Learning Goals/Objective-Assessment Lists/In-class Discussion/Online Discussion Boards/Reflection Essay/Plagiarism Reports/Grading Rubrics/Grading System/Reports/Project Logs/Attendance Records/Participation Sheets/Other Assignments/Description of ECL Assignment</td>
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<tr>
<td>Appropriate student preparation for experiential activity (e.g. training/orientation, etc.)</td>
<td>No expectations for students to participate in any preparatory activities or expectations are limited to community partner requirements</td>
<td>Faculty member considers the expectations of community partners’ needs for students prepared for their community experience. To that end, the expectation is explicit for students’ participation in preparatory activities.</td>
<td>The faculty member, community partner, and Office of Civic Engagement collaborate to prepare students for engaged civic learning as part of the clearly outlined expectations of a course.</td>
<td>- Description of ECL Assignment/Objective-Assessment Lists/In-class Discussion/Online Discussion Boards/Reflection Essay/Plagiarism Reports/Grading Rubrics/Grading System/Reports/Project Logs/Attendance Records/Participation Sheets/Other Assignments/Description of ECL Assignment</td>
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<tr>
<td>Appropriate Partnership</td>
<td>Ideal partner types are identified by the faculty member and shared with the students who must identify their own partners; or faculty identifies partners and students are expected to arrange their own scheduling.</td>
<td>Faculty member collaborates with Office of Civic Engagement to identify partner(s) (or identifies partners separately) and works directly with partner(s) to develop scheduling that reasonably meets the needs of students and partner(s).</td>
<td>Faculty member collaborates with Office of Civic Engagement to identify partner(s), provides opportunities for partner(s) to act as co-educators within classroom and during work that is scheduled with the needs of the partner(s) and students in mind.</td>
<td>- Description of ECL Assignment/Objective-Assessment Lists/In-class Discussion/Online Discussion Boards/Reflection Essay/Plagiarism Reports/Grading Rubrics/Grading System/Reports/Project Logs/Attendance Records/Participation Sheets/Other Assignments/Description of ECL Assignment</td>
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<td>Appropriate distribution of benefits</td>
<td>Little consideration of the benefits for students or partner(s) is considered before placement.</td>
<td>Benefits for community partners and students are considered as part of the placement process.</td>
<td>Consideration of benefits is recognized through selection of placements, in collaboration with partner(s), and detailed through well-designed learning goals.</td>
<td>- Description of ECL Assignment/Objective-Assessment Lists/In-class Discussion/Online Discussion Boards/Reflection Essay/Plagiarism Reports/Grading Rubrics/Grading System/Reports/Project Logs/Attendance Records/Participation Sheets/Other Assignments/Description of ECL Assignment</td>
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<tr>
<td>Integration of ECL component into student assessment</td>
<td>Little evidence of ECL component in student assessment strategies and student grading.</td>
<td>The ECL component has a clear assessment strategy linking one or more learning goals to one or more graded assignments.</td>
<td>Strategies for both formative and summative assessment of student learning related to the ECL component are clearly outlined in the syllabus and addressed in the classroom.</td>
<td>- Assignment List/Objective-Assessment Lists/In-class Discussion/Online Discussion Boards/Reflection Essay/Plagiarism Reports/Grading Rubrics/Grading System/Reports/Project Logs/Attendance Records/Participation Sheets/Other Assignments/Description of ECL Assignment</td>
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<td>Sharing of information or findings with community partners and/or others</td>
<td>Little or no evidence of plan to share findings or new knowledge with community partners or their clients.</td>
<td>Plan to share information is separate from learning goals of the course or is an incidental benefit of the course.</td>
<td>Sharing information with community partner and/or its clients is a form of summative assessment; or is planned outside of the learning goals of the course but is a shared expectation between faculty member and community partner.</td>
<td>- Description of ECL Assignment/Objective-Assessment Lists/In-class Discussion/Online Discussion Boards/Reflection Essay/Plagiarism Reports/Grading Rubrics/Grading System/Reports/Project Logs/Attendance Records/Participation Sheets/Other Assignments/Description of ECL Assignment</td>
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WORKSHEET 1 - ESTABLISHING ACADEMIC LEARNING OBJECTIVES
ADAPTED FROM HOWARD, J. (2001). SERVICE-LEARNING COURSE DESIGN WORKBOOK. ANN ARBOR: OCSL PRESS.

Course-Specific Academic Learning
Course-Specific Academic Learning objectives include knowledge, skills, attitudes, and behaviors that are particular to your course. Write your current course learning objectives in the numbered spaces below, reflect on how engagement with the community might strengthen one or more of them or enable new learning objectives. Compose new or revised learning objectives in the space below the numbered spaces.

Current Academic Learning Objectives

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

Revised Academic Learning Objectives for Engaged Civic Learning

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________


**WORKSHEET 2 – DESIGNING A SUBSTANTIAL COMMUNITY-FOCUSED COMPONENT IN WHICH ALL STUDENTS PARTICIPATE**

Requiring students to participate in any community-focused assignment as part of an Engaged Civic Learning course is equivalent to requiring students to read any book as part of a traditional course.

Being deliberate about designing your community-focused assignment and establishing criteria for selecting placements leads students to glean more relevant learning from their experiences and they are more likely to meet course learning objectives (Eyler & Giles, 1999; Schnitzer, 2005).

Look at the Learning Objectives you revised in Worksheet 1. Then consider the following questions:

1. What kind of placement might connect to your learning objectives? Where is the placement (a school, an child-care facility, a soup kitchen/homeless shelter, a low-income neighborhood, a community garden)?

2. Who does the student work with (directly with students at a school, with staff at an organization, with adults served by an agency, attendees at a series of city council meetings)?

3. How many “contact hours” do you think would be necessary to authentically engage with the community to achieve the revised learning goals?¹

¹ You will want consider how many hours you want your students to engage with the community and work with your community partner to determine if those requirements meet their needs.
WORKSHEET 3 – INTEGRATING LEARNING ASSESSMENT INTO ENGAGED CIVIC LEARNING

There are two forms of learning assessment: formative and summative (Marzano, 2006).

Formative assessments are those that enable you to gauge a student’s understanding of course content over time. It provides substantive opportunities for you to provide feedback to students to further their comprehension of a topic. In engaged civic learning, it includes assessing their perspectives and attitudes regarding the experience in the community.

Summative assessments are those that enable you to judge the quality of learning at the end of a course. These assessments may be final projects, essays, exams. They may also take the form of a final determination of a grade. In engaged civic learning, summative assessment should demonstrate how the student integrated their learning from experience and applied it to classroom theories and concepts.

Introducing formative assessments into your teaching will enable you and your students to track their learning. It also permits students to continuously construct their understanding that will be demonstrated in a summative assessment.

Use the space below to write your learning objectives and then determine appropriate evidence to assess learning.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Formative Assessment Strategies</th>
<th>Summative Assessment Strategies</th>
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**Worksheet 4 – DEAL Framework for Critical Reflection**


**Part I: Choose 2 or 3 key experiences to focus the reflection on -** What were the most significant or reflection-worthy experiences over the last [week, two weeks, semester]?

<table>
<thead>
<tr>
<th>Describe Experience(s) Objectively</th>
<th>Examine Experience from the Perspective of Academic Enhancement</th>
<th>Articulate Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Where was I?</td>
<td>o What specific elements of our course materials relate to this experience?</td>
<td>o What did I learn?</td>
</tr>
<tr>
<td>o Who else was there?</td>
<td>o How was I able to apply a skill, perspective, or concept related to our academic material?</td>
<td>o How, specifically, did I learn it?</td>
</tr>
<tr>
<td>o When did this experience take place?</td>
<td>o What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded?</td>
<td>o Why does this learning matter, why is it important?</td>
</tr>
<tr>
<td>o What was said?</td>
<td>o How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding?</td>
<td>o In what ways will I use this learning, what goals shall I set in accordance with what I have learned in order to improve myself and / or the quality of my learning and / or the quality of my future?</td>
</tr>
<tr>
<td>o What did I/others do?</td>
<td>o Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?</td>
<td></td>
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</table>

Use this space and the resource from Wolcott & Lynch (2006) to develop specific course-related questions:
### Identifying Relevant Information:

- List data or types of information relevant to ____________
- Identify relevant information in ____________ (a textual passage such as a case, article, or piece of literature)
- Identify or access relevant theories, laws, standards, or rules for ____________
- Identify factors or issues related to ____________
- Identify various potential points of view or solutions to ____________
- Describe arguments in favor of ____________

### Identifying Uncertainties:

- Describe uncertainties concerning ____________
- Identify and describe uncertainties about the interpretation or significance of ____________
- Identify risks associated with ____________
- Describe why there is no single, "correct" way to ____________
- Identify reasons why ____________ might change or vary

### Interpreting Information From Multiple Viewpoints:

- Describe the pros and cons (or advantages / disadvantages, or strengths / weaknesses) of ____________
- Analyze the costs and benefits of ____________
- Explain how ambiguities affect your analysis of ____________
- Identify assumptions associated with ____________ (a point of view or alternative)
- Interpret ____________ from the viewpoint of ____________
- Appropriately use ____________ (a technique) to analyze ____________
- Objectively evaluate ____________ information
- Explain how alternative solutions might affect ____________ (one or more individuals, organizations, groups, or other stakeholders)
- Analyze the quality of information and evidence related to ____________
- Identify own biases and explain how those biases were controlled when ____________
- Identify the effects of ____________ on ____________

### Organizing Information:

- Develop meaningful categories for analyzing information about ____________
- Organize the various aspects of ____________ to assist in decision making

### Prioritizing and Concluding:

- Develop and use reasonable guidelines for drawing conclusions regarding ____________
- Assess the amount of uncertainty (or degree of risk) of ____________
- Objectively consider ____________ when making a decision about ____________
- Prioritize ____________
- Consider ____________ in reaching a conclusion
- Develop reasonable recommendation for ____________
- Address the costs and benefits of ____________ in reaching a conclusion about ____________
- Develop reasonable policies for ____________
- Develop an effective plan for addressing ____________

### Effectively Involving Others in Implementation:

- Take actions to implement the best solution to ____________
- Organize ____________ (a communication) so that it is meaningful to the receiving party
- Communicate ____________ effectively for ____________ (a given setting and audience)

### Acknowledging Limitations:

- Identify and describe potential future developments in ____________
- Describe limitations to a recommendation about ____________
- Strategically/proactively consider contingencies and future developments related to ____________

### Creating and Monitoring Strategies

- Develop and monitor strategies for ____________
- Implement appropriate corrective action for ____________ over time
- Acknowledge changing circumstances and reconsider ____________ (a solution) as appropriate
- Continuously monitor and update ____________, as needed
- Develop strategic uses of ____________
- Manage ____________ under changing or unusual demands
- Apply continuous improvement principles to ____________
**Worksheet 5 – Principles of Community Partnerships for Engaged Civic Learning**


Partnerships are premised on these principles:

**Communication:** Open communication is critical to the success of the partnership and ECL course.

**Articulated Mission:** A shared mission that guides the actions of the partnership is developed and measurable outcomes of the partnership are defined.

**Mutual Trust, Respect, Genuineness and Commitment:** The values of trust, respect, genuineness and commitment characterize the partnership.

**Reciprocal Benefit:** The benefits for all parties will be outlined in advance of a course, in this agreement between the community organization and the faculty members teaching the ECL course and will be agreed to by students enrolled in the course.

**Joint Ownership:** The work process and product of students, faculty, community partners and the Office of Civic engagement will be shared. To the extent possible and reasonable, this partnership should engage partners democratically in terms of power relationship and attention to the voices of all stakeholders are considered in the design and implementation of projects, courses and partnerships.

**Clear Expectations:** All stakeholders will participate in setting the expectations for success in this partnership. In addition, responsibilities related to all work with of the partnership will be clear to all stakeholders in advance of the work. Faculty will clearly detail their learning outcomes with both the students and the community partners to ensure clear expectations.

**Reflective Action:** Each person involved in the partnership will participate in a reflective process that will serve multiple purposes that benefit the partnership “in situ” as well as any ongoing partnership activities for the future. These purposes might include: to achieve or reinforce course learning outcomes (benefiting student and faculty); provide assessment evidence of partnership effectiveness (benefiting community partner and Office of Civic Engagement); provide feedback to inform future decision making regarding a course’s design (benefiting faculty and Office of Civic Engagement).

**Plan for Closure:** This agreement will delineate the process of closure that details what happens after an ECL course ends or when things don’t go as planned.

1. What steps should faculty consider to incorporate these principles into their course?

2. What are the potential challenges of using principles to guide partnership development?

3. What the potential benefits of engaging students and communities in developing partnerships based on these principles?


