

ENGAGED CIVIC LEARNING COURSE DESIGN WORKBOOK

RUTGERS-CAMDEN CIVIC ENGAGEMENT FACULTY FELLOWS COURSE DEVELOPMENT WORKSHOP

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JANUARY 15 & 16, 2013



FACULTY FELLOWS TWO-DAY AGENDA

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

ECL Element	Developing	Effective	Exemplary	Evidence
Integration of experience with learning goals and other course elements	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	At least one stated learning goal addresses the experiential component of the course and relate to the expectations for the experiential component	Multiple stated learning goals address the experiential component of the course and are deeply embedded into the expectations for the experiential component	<ul style="list-style-type: none"> o Learning Goals/Objectives
Opportunity for analysis of and/or reflection on experience	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.	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.	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.	<ul style="list-style-type: none"> o Learning Goals o Assignment List o In-class Discussion Boards o Online Discussion Boards o Journals / Field Notes o Reflective Essays
Substantial experiential or community-focused component in which all students are required to participate	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	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	A required experiential component is more than 15 hours over the semester and is substantially related to the learning goals of the course	<ul style="list-style-type: none"> o Learning Goals o Assignment List o Description of ECL Assignment
Appropriate student preparation for experiential activity (e.g. training, orientation, etc.)	No expectations for students to participate in any preparatory activities or expectations are limited to community partner requirements	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	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	<ul style="list-style-type: none"> o Description of ECL Assignment o Class Policies o Discussions between Faculty member and Community Partner
Appropriate Partnership	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	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)	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	<ul style="list-style-type: none"> o Description of ECL Assignment o Instructor Information o Discussions between Faculty member and Community Partner
Appropriate distribution of benefits	Little consideration of the benefits for students or partner(s) is considered before placement	Benefits for community partners and students are considered as part of the placement process	Consideration of benefits is recognized through selection of placements, in collaboration with partner(s), and detailed through well-designed learning goals	<ul style="list-style-type: none"> o Description of ECL Assignment o Learning Goals o Discussions between Faculty member and Community Partner
Integration of ECL component into student assessment	Little evidence of ECL component in student assessment strategies and student grading	The ECL component has a clear assessment strategy linking one or more learning goals to one or more graded assignments	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	<ul style="list-style-type: none"> o Assignment List o Description of ECL Assignment o Assignment Grading Rubrics o Grading System
Sharing of information or findings with community partners and/or others	Little or no evidence of plan to share findings or new knowledge with community partners or their clients	Plan to share information is separate from learning goals of the course or is an incidental benefit of the course	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.	<ul style="list-style-type: none"> o Description of ECL Assignment o Assignment List o Discussions between Faculty member and Community Partner

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 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.

Learning Objective	Formative Assessment Strategies	Summative Assessment Strategies

WORKSHEET 4 – DEAL FRAMEWORK FOR CRITICAL REFLECTION

[ADAPTED FROM ASH, S.L. & CLAYTON, P.H. (2009). GENERATING, DEEPENING, AND DOCUMENTING LEARNING: THE POWER OF CRITICAL REFLECTION IN APPLIED LEARNING. JOURNAL OF APPLIED LEARNING IN HIGHER EDUCATION, 1(1), 25-48.]

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]?

Describe Experience(s) Objectively	Examine Experience from the Perspective of Academic Enhancement	Articulate Learning
<ul style="list-style-type: none"> ○ Where was I? ○ Who else was there? ○ When did this experience take place? ○ What was said? ○ What did I/others do? 	<ul style="list-style-type: none"> ○ What specific <i>elements of our course materials</i> relate to this experience? ○ How was I able to <i>apply</i> a skill, perspective, or concept related to our academic material? ○ What <i>similarities and differences</i> are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded? ○ How does this experience <i>enhance my knowledge</i> of a specific reading, theory, or concept? Does it <i>challenge</i> or <i>reinforce</i> my prior understanding? ○ Based on analysis of the experience in light of course material, is the <i>material (or my prior understanding of it) adequate</i>? 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? 	<ul style="list-style-type: none"> ○ What did I learn? ○ How, specifically, did I learn it? ○ Why does this learning matter, why is it important? ○ 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?

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

RESOURCE – TEMPLATES FOR DESIGNING ASSIGNMENT QUESTIONS

WOLCOTT, S. K., & LYNCH, C. L. (FEBRUARY 9, 2006). TEMPLATES FOR DESIGNING ASSIGNMENT QUESTIONS [ON-LINE]. AVAILABLE: [HTTP://WWW.WOLCOTTLYNCH.COM](http://www.wolcottlynch.com).

←Less Complex Skills		More Complex Skills→	
Step 1—Identifying	Step 2—Exploring	Step 3—Prioritizing	Step 4—Re-Visioning
<p>Identifying Relevant Information:</p> <ul style="list-style-type: none"> * 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 _____ <p>Identifying Uncertainties:</p> <ul style="list-style-type: none"> * 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 	<p>Interpreting Information From Multiple Viewpoints:</p> <ul style="list-style-type: none"> * 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 _____ <p>Organizing Information:</p> <ul style="list-style-type: none"> * Develop meaningful categories for analyzing information about _____ * Organize the various aspects of _____ to assist in decision making 	<p>Prioritizing and Concluding:</p> <ul style="list-style-type: none"> * 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 _____ <p>Effectively Involving Others in Implementation:</p> <ul style="list-style-type: none"> * 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) 	<p>Acknowledging Limitations:</p> <ul style="list-style-type: none"> * Identify and describe potential future developments in _____ * Describe limitations to a recommendation about _____ * Strategically/proactively consider contingencies and future developments related to _____ <p>Creating and Monitoring Strategies</p> <ul style="list-style-type: none"> * 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

(ADAPTED FROM COMMUNITY-CAMPUS PARTNERSHIPS FOR HEALTH. (2006). PRINCIPLES OF GOOD COMMUNITY-CAMPUS PARTNERSHIPS. SEATTLE: AUTHOR.)

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?

References

- Ash, S.L. & Clayton, P.H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1(1), 25-48
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- Wolcott, S. K., & Lynch, C. L. (2006). Templates for Designing Assignment Questions [On-line]. Retrieved from <http://www.WolcottLynch.com>.