



THE CORELLA & BERTRAM F.
BONNER FOUNDATION

*Professional Development for Community-Engaged Learning and Scholarship
Workshops for a Cohort of Faculty, Student Leaders, and Co-Educators
Workshop #6: **Course Development for Community-Engaged Learning***

Overview

This session encourages participants to brainstorm ways to modify curriculum to integrate community-based learning in their programs and disciplines. Participants begin the session by brainstorming knowledge, skills, and values required for civic learning and democratic engagement. Then, they read a case study (drawing on a course) and examine how the course offers opportunities for students to develop knowledge, skills, and values in civic learning and democratic engagement. Finally, they examine the AAC&U's framework for 21st Century Civic Learning and Democratic Engagement and civic prompts to modify course components, using "Understanding by Design" template.

In this facilitator's guide, you will find:

- I. Session Introduction and Outline
- II. Materials Needed (Articles, Handouts, etc.)
- III. Suggested Facilitator's Guide
- IV. Additional Resources
- V. Credits and Citations

Please note that this session is designed to use participatory practices which support the creation and growth of learning communities. Use of AV and technology are minimal or optional. You may download related slides, but all handouts can also be presented without this equipment.

Session Introduction and Outline

This session is intended to be used in conjunction with guiding a cohort of faculty who are involved in building community engaged teaching and learning into their coursework. At the beginning of the session, participants will read the handout - A framework for 21st Century Civic Learning and Democratic Engagement - and identify civic goals: knowledge areas, skills, and values that they find relevant to their programs and/or disciplines, and discuss their relevance with the group. Then, they will read a case study and examine how the course offers opportunities for students to develop as individuals in context of civic goals. Finally, they will rethink / develop course goals that align with civic goals, and brainstorm activities and course assignments that foster not only academic discipline-specific learning, but applying that learning to real-life. Please review and modify sections to fit your institutional context and participant knowledge base.

Suggested Agenda (60 minutes):

- I. A framework for 21st Century Civic Learning & Democratic Engagement
- II. Syllabi with community-engaged learning (CEL) requirement
- III. Course design

IV. Next Steps & Meeting Announcement

Materials Needed

Print and have copies of the following handouts, or alternatively share these documents electronically with participants before the session. These are intended as resources to build understanding by participating faculty (and others), but reading them is not necessary for preparation for this session.

- Handouts (Included in this document)
- Musil, C. M. (2015). Civic prompts: Making civic learning routine across the disciplines. *Association of American College and Universities*, Retrieved: <https://www.aacu.org/civic-prompts>
- Sample syllabi: You could either use the one from your campus or use one from this resource: <https://compact.org/resource-type/syllabi/>

Suggested Facilitator's Guide

I. A Framework for 21st Century Civic Learning & Democratic Engagement (suggested time 10-15 minutes)

“A Framework for 21st Century Civic Learning and Democratic Engagement” (see Handout 1) suggests knowledge, skills, and values that civic educators consider crucial for today’s complex and globalized world.

Distribute copies of the framework (Handout 1) among participants and give them about 2-3 minutes to read. Then, ask them to mark the goals that are relevant to their programs/disciplines, and also the ones that they think are far-fetched. If you have time, you could use some additional questions, for which, you could refer to page 16 of the document - Musil, C. M. (2015). Civic prompts: Making civic learning routine across the disciplines. *Association of American College and Universities*.

Depending on the time and the size of the group, you could engage them to work individually, in pairs, or in triads. Then, let them share their perspectives during whole group discussion.

Now, distribute the second handout “Holocaust Survivor’s Letter” and facilitate a discussion around what connections they see between education and civic identity.

Transition to the next phase of the discussion by summarizing key observations of the participants, reading the framework and the Holocaust survivor’s letter (both handouts) from different disciplines (Education, Nursing, Political Science, STEM etc.), and add that community-engaged learning (CEL) plays a significant role in students’ learning. You could refer to the article - Liss, J. R. & Liazos, A. (2010). Incorporating education for civic and social responsibility into the undergraduate curriculum. *Change: The Magazine of Higher Learning*, 42(1), 45-50, in which the researchers conducted an analysis of 42 CEL courses, and three common learning outcomes were:

- the ability to recognize and view issues of social concern from multiple perspectives and to formulate and express an informed opinion on those issues
- the ability to apply academic knowledge to issues of social concern
- the motivation and capacity to utilize these abilities in new contexts in order to take action in the community

Explain that they will look at some course examples in the next section to see whether and how the course designers integrated civic learning goals in their curriculum, and how the course assignments facilitate learning.

II. Examples: Syllabi with CEL requirements (suggested time 30 minutes)

For this section, you could invite a faculty member from your campus to talk about his/her process of course development, and the collaboration with your center to integrate community-engaged learning in curriculum. That faculty member's course could be used as an example for analysis.

The other option is to let faculty members review general project examples of integrating service learning in different disciplines - accounting, anthropology, art, biology, business, communication, education, history, mathematics, physical education etc., which are available on this [page](#) (Western Michigan University).

Then, let them choose a course example from the following website, based on their disciplines (or the one that is closer to their discipline).

Syllabi Archives: <https://compact.org/resource-type/syllabi/>. Here are a few examples for you to consider:

- Example 1: Accounting - <https://compact.org/resource-posts/accounting/>
- Example 2: Pharmacy - <https://compact.org/resource-posts/pharmacy-practice-community-practice/>
- Example 3: Sociology- <http://bonner.pbworks.com/w/file/attach/123347346/Soci%20164-Syllabi%20-%20Spring%202018.pdf>

Ask participants to work individually or in pairs to examine course goals, content / Weekly readings, and course projects / assignments, and think about these questions:

- How do the course goals, readings, and assignments relate to civic learning goals (the framework)?
- Are there assignments that encourage reflection, problem-solving, and critical thinking?
- How do these assignments deepen students' understanding of the common good?
- How have you or might you insert an element, question, exercise like this for your course / discipline?

III. Course Design (suggested time 10-15 minutes)

Community engaged learning includes different levels of engagement, and depending on the goals and community needs, the level of engagement may differ. It could involve direct service activities (e.g. mentoring students in after-school program, serving in soup kitchen), service leadership (e.g. conducting community-based research - needs assessment or writing grants), and social action (e.g. planning and launching a campaign to propose change in policies on campus or in communities). For example, if the goal of a course for nursing students is to become familiar with the idea of community health and learn about it first-hand, the course assignment may include organizing free healthcare clinic for a weekend. If the goal is to develop a deeper understanding of respective community's health, students may engage in community-based research.

Ask participants to think about a course or a program and the overall goals of the course/program, which would help determine the scope of engagement for their students.

Distribute handout 3 - "Understanding by Design." Explain that "Understanding by Design (UBD)" is an approach to develop courses, lessons, or programs. In this approach, the idea is to identify goals first, and then design assignments and activities to achieve those goals.

Ask participants to think about a course that they teach now, and list the course goals, using the template. Then, ask them how those course goals would differ if integrated with civic goals. Ask them to re-think and re-write the goals under “Civic Goals,” section of the template. Once they identify the goals, help them design/re-design course assignments that would demonstrate student learning of the stated goals. Then, ask them to list readings and course activities to help students with the projects.

IV. Next Steps and Meeting (suggested time 3-5 minutes)

Wrap this session with some open reflection (i.e., what did people think, how comfortable do they feel with integrating CEL in their curriculum, what concerns do they have, what could be the next steps etc.). If you have elected to save some concepts for discussion in a future meeting, reiterate what participants should do next. Remind people when the cohort is meeting next and what will be happening.

Credits and Citations (APA):

This workshop and the series of Professional Development for Community-Engaged Learning and Scholarship has been developed by Rachayita Shah, Community-Engagement Scholarship Director, Ariane Hoy, Vice President, and the Bonner Foundation staff team for use by colleges and universities. It integrates scholarship including:

- Musil, C. M. (2015). Civic prompts: Making civic learning routine across the disciplines. *Association of American College and Universities*, Retrieved: <https://www.aacu.org/civic-prompts>
- The National Task Force. 2012. *A Crucible Moment: College Learning and Democracy’s Future*. Washington, DC: Association of American Colleges and Universities.

Resources for Facilitator and Faculty Participants:

- Liss, J. R. & Liazos, A. (2010). Incorporating education for civic and social responsibility into the undergraduate curriculum. *Change: The Magazine of Higher Learning*, 42(1), 45-50.
- Matto, E. C., McCartney, A. R. M., Bennion, E. A., & Simpson, D. (2017). *Teaching civic engagement across the disciplines*. New Hampshire, NH: American Political Science Association.
- Surak, S. & Pope, A. (2016). Engaging the educators: Facilitating civic engagement through faculty development. *Journal of Higher Education Outreach and Engagement*, 20(3), 140-163.
- Faculty Toolkit for Community-Engaged Learning developed by Centre for Community Engaged Learning at the University of British Columbia, Vancouver Campus: <https://ccel.ubc.ca/tools-and-resources-faculty>
- Service-Learning Toolkit: A Guide for MSU Faculty and Institutions developed by Center for Service Learning and Civic Engagement at Michigan State University: <https://servicelearning.msu.edu/resources/toolkits>
- Cardinal Course Faculty Workbook: Engaging Students for Community Impact developed by the Cardinal Courses Team at Stanford University: <https://haas.stanford.edu/faculty/cardinal-course-development>
- Syllabi Archives: <https://compact.org/resource-type/syllabi/>
- IUPUI Taxonomy for Service Learning Courses - <https://scholarworks.iupui.edu/bitstream/handle/1805/10851/IUPUI%20Taxonomy%20for%20Service%20Learning.pdf?sequence=7&isAllowed=y>

- Understanding by Design Template: <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

Handout 1: A Framework for 21st Century Civic Learning & Democratic Engagement

A Framework for Twenty-First-Century Civic Learning and Democratic Engagement

Knowledge	Skills	Collective Action
<ul style="list-style-type: none"> • Familiarity with key democratic texts and universal democratic principles, and with selected debates—in US and other societies—concerning their applications • Historical and sociological understanding of several democratic movements, both US and abroad • Understanding one’s sources of identity and their influence on civic values, assumptions, and responsibilities to a wider public • Knowledge of the diverse cultures, histories, values, and contestations that have shaped US and other world societies • Exposure to multiple religious traditions and to alternative views about the relation between religion and government • Knowledge of the political systems that frame constitutional democracies and of political levers for influencing change 	<ul style="list-style-type: none"> • Critical inquiry, analysis, and reasoning • Quantitative reasoning • Gathering and evaluating multiple sources of evidence • Seeking, engaging, and being informed by multiple perspectives • Written, oral, and multi-media communication • Deliberation and bridge building across differences • Collaborative decision making • Ability to communicate in multiple languages <p>Values</p> <ul style="list-style-type: none"> • Respect for freedom and human dignity • Empathy • Open-mindedness • Tolerance • Justice • Equality • Ethical integrity • Responsibility to a larger good 	<ul style="list-style-type: none"> • Integration of knowledge, skills, and examined values to inform actions taken in concert with other people • Moral discernment and behavior • Navigation of political systems and processes, both formal and informal • Public problem solving with diverse partners • Compromise, civility, and mutual respect

Figure 1. A Framework for Twenty-First-Century Civic Learning and Democratic Engagement from *A Crucible Moment: College Learning and Democracy’s Future* (2012), p. 4.

Source: Musil, C. M. (2015). Civic prompts: Making civic learning routine across the disciplines. *Association of American College and Universities*, Retrieved: <https://www.aacu.org/civic-prompts>

Handout 2:

I am a Survivor of a Concentration Camp

On the first day of the new school year, all the teachers received the following note from their principal:
I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by learned engineers.

Children poisoned by educated physicians.

Infants killed by trained nurses.

Women and babies shot and burned by high school and college graduates.

So, I am suspicious of education. My request is: help your students become human.

Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more humane.



- A letter written by a Holocaust survivor to educators, published in "Teacher and Child" by Dr. Haim Ginott, child psychologist and author

Source: <https://holocaustresources.org/resources-for-educators/>

Handout 3: Understanding by Design

Stage 1: Desired Results	
Course Goals	Civic Goals
Stage 2: Evidence	
Course Assignments / Projects	
Stage 3: Learning Plan	

Stage 1: Desired Results

How will the course readings and class activities/discussions facilitate learning for the above mentioned goals? Are there readings to understand and reflect on civic engagement?

Adapted from: Wiggins, Grant, and McTighe, Jay. (1998). Backward Design. In *Understanding by Design* (pp. 13-34). ASCD. - <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>