

## MULTIPLE EVALUATION STRATEGIES

### Community Engagement in Rural Ireland (Michigan State University)

Diane M. Doberneck, updated October 2, 2009

Evaluation Purpose	Data Sources	Data Methods	Reporting/Improvement
<u>Formative evaluation</u> Determine how students are experiencing the program as it is taking place & identify how improvements can be made during the program	CERI participants Faculty leaders Host families Mentor teams	On-going, informal conversations along the way Mid-program evaluation form (students complete and discuss with faculty)	Discuss issues raised among faculty leaders (& others related to issue); make improvements as needed and possible
<u>Learning outcomes evaluation (short term)</u> Assess how students are understand key concepts of program, put those concepts into action, in order to improve pedagogy	CERI participants	Document analysis of program assignments completed by students —journals, final presentations, final projects, final essays	Discuss with faculty leaders, make adjustments in teaching readings, resources, activities, dialogue questions, journal questions, and other materials
<u>Program improvement</u> Understand if improvements can be made in program organization & logistics	CERI participants Host families Mentor teams	End of program survey Conversation with Irish partner	Summarize & discuss with faculty leaders Make changes in subsequent years
<u>Learning outcomes evaluation (medium &amp; long term)</u> Evaluate whether CERI experience contributes to students' medium/ long term commitment to & practice of community engagement	CERI participants	Longitudinal research study underway Phone interview or focus groups, depending on location of CERI participants	Summarize & discuss with faculty leaders Write up as evaluation study for internal report to college and/or publication in peer review journal, Michigan Journal of Community Service Learning
<u>Outcomes evaluation</u> Evaluate whether communities and community members benefit from partnering with CERI on community development issues	Community members TVRCN (non profit organization partner)	Planned for future	Summarize & discuss with faculty leaders, TVRCN board members, and University leaders Write up as an evaluation study for internal reporting and/or publication in peer review journal, such as Journal of Community Engagement and Scholarship

**Program Plan for Community Engagement in Rural Ireland—6 week study abroad program in Co. Mayo, Ireland**

Diane M. Doberneck, updated October 2009

**Overall Purpose:** Provide interested students an opportunity to learn about, experience, and reflect upon the theories, practices, and impacts of community engagement through collaboration with community members on community-based projects identified and prioritized by community leaders in the rural West of Ireland

Learning Objectives	Learning Resources	Group Learning Activities	Reflective Learning Activities
1. <b>Personal growth and self development</b> —develop awareness, knowledge (short term) and practice behaviors (med. term) associated with self-aware and self-directed professionals (long term)			
1a. strengthen self-awareness	<p><u>Pre-departure Orientation:</u></p> <ul style="list-style-type: none"> <li>Complete Tools of Engagement, module 2—Power and Privilege (available online)</li> </ul> <p><u>Readings (in advance):</u></p> <ul style="list-style-type: none"> <li>Readiness to Engage Self-Assessment tool (handout)</li> </ul>	<p><u>Dialogue questions (in advance):</u></p> <ol style="list-style-type: none"> <li>1. What types of power and privilege do you have? How might that affect your engagement work in rural Ireland?</li> <li>2. What did the Readiness to Engage self-assessment tool reveal about your strengths?</li> <li>3. What questions do these two activities raise in your mind?</li> <li>4. What concerns do you have about your engagement work in Ireland?</li> </ol>	<p><u>Journal questions (in advance):</u></p> <ol style="list-style-type: none"> <li>1. What is important to you? What do you value?</li> <li>2. How would you describe your outlook on the world?</li> <li>3. What are your strengths and gifts?</li> <li>4. What is a challenge for you, personally and professionally?</li> </ol>

1b. recognize personal growth opportunities and achievements	<u>Readings</u> <ul style="list-style-type: none"> <li>• Add some here</li> </ul>	<u>Dialogue questions</u> <ul style="list-style-type: none"> <li>• Add some here</li> </ul> <u>Dialogue questions (wk 6):</u> <ol style="list-style-type: none"> <li>1. What surprised you about this experience?</li> <li>2. What was easier for you than you expected?</li> <li>3. What was more difficult?</li> <li>4. What do you wish you knew in advance?</li> <li>5. What would you do differently if you could do this all over again?</li> </ol>	<u>Journal questions</u> <ul style="list-style-type: none"> <li>• Add some here</li> </ul> <u>Journal questions (week 6):</u> <ol style="list-style-type: none"> <li>1. How do you feel you have grown and changed from this experience?</li> <li>2. From living in a rural Irish community?</li> <li>3. From working on a community engagement project?</li> <li>4. What lessons or ideas are you taking home with you?</li> </ol>
<b>1. Cross cultural understanding and skills</b> —develop a critical awareness, knowledge, opinions of own and other cultures (short term) and learn behaviors and techniques (med. term) to communicate and work cross-culturally with respect (long term)			
2a. understand your own culture(s)	<u>Readings (week 1):</u> <ul style="list-style-type: none"> <li>• Intercultural communications</li> <li>• Micro vs. macro cultures</li> </ul>	<u>Activity (week 1):</u> <ul style="list-style-type: none"> <li>• Consider the “umbrella” and the micro-cultural bar chart in the reading. What “umbrella” elements would you put in your own personal bar chart? How would you weight them?</li> </ul> <u>Dialogue questions (week 1)</u> <ul style="list-style-type: none"> <li>• Come prepared to share your personal bar chart.</li> </ul>	<u>Journal questions (week 1):</u> <ol style="list-style-type: none"> <li>1. What is the difference between micro-culture and macro-cultures?</li> <li>2. What cross-cultural differences do you anticipate (i.e., US &amp; Irish; youth &amp; elder; suburban &amp; rural)?</li> <li>3. How might those difference effect your engagement work in rural Ireland?</li> </ol>
2b. understand others’ culture(s)	<u>Pre-departure orientation:</u> <ul style="list-style-type: none"> <li>• Irish time, having tea</li> </ul> <u>Readings (week 2):</u> <ul style="list-style-type: none"> <li>• High and low context cultures</li> <li>• A few minor adjustments (Peace Corps)</li> </ul>	<u>Dialogue questions (week 2):</u> <ol style="list-style-type: none"> <li>1. 80% of human communication is non-verbal. What mannerisms, expressions, customs, or habits have you noticed?</li> </ol>	

<p>2c. learn how to respectfully and effectively communicate and work across cultures</p>	<p><u>Readings (week 2):</u></p> <ul style="list-style-type: none"> <li>Ladder of inference (Senge)</li> </ul> <p><u>Readings (week 5):</u></p> <ul style="list-style-type: none"> <li>Coming Home (Peace Corps)</li> </ul>	<p><u>Activity (week 2):</u></p> <ol style="list-style-type: none"> <li>Consider a “misunderstanding” you have had here in Ireland. How would you describe it using Senge’s ladder of inference?</li> <li>How might you avoid such misunderstandings in the future?</li> </ol> <p><u>Dialogue questions (end wk 6):</u></p> <ol style="list-style-type: none"> <li>What do you anticipate it will be like when you return home?</li> <li>How do you plan to handle reverse culture shock?</li> </ol>	<p><u>Journal questions (at home):</u></p> <ol style="list-style-type: none"> <li>How did coming home feel to you?</li> <li>What stories about Ireland have you told most often?</li> <li>What do you miss about Ireland?</li> <li>What were you most happy to return to?</li> </ol>
<p><b>3. Autonomous community development theory, concepts, approach</b>—learn ideas associated with this approach to community development (short term) and become motivated to put them into practice (short term) to become engaged professionals (long term)</p>			
<p>3a. Understand Asset-based community development</p>	<p><u>Readings (week 2):</u></p> <ul style="list-style-type: none"> <li>Using Community Capitals (Flora &amp; Fey)</li> <li>Roles of Assets in CD (Gaines &amp; Greene)</li> <li>Building communities from the inside out (Kretzmann &amp; McKnight)</li> </ul>	<p><u>Activity (week 2):</u></p> <ol style="list-style-type: none"> <li>Look at the 7 types of capitals and consider your project. Map out the capitals you might draw upon for your project. Put a date by your list.</li> <li>Revisit this capitals map two weeks later. What additional capitals have you identified?</li> </ol>	<p><u>Journal questions (week 2):</u></p> <ol style="list-style-type: none"> <li>What is meant by deficit vs. asset based approach to community development?</li> <li>Which community assets is your project focused on developing?</li> <li>Are there other assets that might be mobilized?</li> </ol>
<p>3b. Learn about importance of collaborating with community partners</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>Eight collaborators in CERI (handout)</li> <li>Add something here</li> </ul>		

<p>3c. Understand importance, levels, and approaches to capacity building</p>	<p><u>Readings (week 3):</u></p> <ul style="list-style-type: none"> <li>Tools of Engagement, module #5, capacity building (available on line)</li> </ul> <p><u>Practice Guide (week 3):</u></p> <ul style="list-style-type: none"> <li>Bringing people along with you</li> </ul>	<p><u>Discussion questions (week 3):</u></p> <ol style="list-style-type: none"> <li>How are you building community social capital (for your community members) through your project?</li> <li>How are you making sure ideas &amp; insights associated with your project are being shared broadly?</li> <li>How are you making sure your efforts will continue after you have stepped away from the project?</li> </ol>	
<p><b>4. Community Engagement Practices</b>—learn skills and techniques for engaging community members (short term), practice putting these ideas into action (medium term), in order to become an engaged professional</p>			
<p>4a. Learn how to engaging with others effectively</p>	<p><u>Pre-departure orientation:</u></p> <ul style="list-style-type: none"> <li>Dialogue handouts</li> </ul> <p><u>Readings (in advance):</u></p> <ul style="list-style-type: none"> <li>Small talk is no small matter</li> </ul> <p><u>Practice Guides:</u></p> <ul style="list-style-type: none"> <li>Listening (week 1-2)</li> <li>Developing rapport &amp; building trust</li> <li>Wrapping up your relationships (week 5)</li> </ul>	<p><u>Dialogue questions (week 2):</u></p> <ol style="list-style-type: none"> <li>How are you building social capital for yourself in your community?</li> </ol>	<p><u>Journal questions (week3):</u></p> <ol style="list-style-type: none"> <li>How are your weekly mentor meetings going? How have you improved them over time?</li> <li>How do you prepare for meetings with individual community people and resource people? How do you record what you've learned from them?</li> <li>Where are you meeting local community members informally? What are you learning from them?</li> </ol>

<p>4b. Manage complex community-based projectst</p>	<p><u>Readings (week 2):</u></p> <ul style="list-style-type: none"> <li>• The groan zone</li> <li>• Handling difficult meetings</li> </ul> <p><u>Practice Guide:</u></p> <ul style="list-style-type: none"> <li>• Preparing for meetings (week 2)</li> <li>• Learning as you go (week 2)</li> <li>• Wrapping up your project (week 5)</li> </ul>	<p><u>Activities (week 2):</u></p> <p>Take a look at 2-3 past project (if possible, select some that are related to your)</p> <ol style="list-style-type: none"> <li>1. What are the common or standard elements of a final project?</li> <li>2. What are the strengths &amp; weaknesses of the sample projects?</li> </ol>	
<p>4c. Reflect on own practice and improve understanding and skills over time</p>	<p><u>Pre-departure orientation (in advance):</u></p> <ul style="list-style-type: none"> <li>• Reflection guide (handout)</li> </ul> <p><u>Readings (in advance):</u></p> <ul style="list-style-type: none"> <li>• Reflective practitioner, chpt.</li> </ul> <p><u>Practice Guide (in advance):</u></p> <ul style="list-style-type: none"> <li>• Learning as you go along</li> </ul>	<p><u>Dialogue question (week 6):</u></p> <ol style="list-style-type: none"> <li>1. What was your experience like at final reflection night last night?</li> <li>2. How did your community members reacted to your project?</li> </ol>	<p><u>Journal question (in advance):</u></p> <ul style="list-style-type: none"> <li>• What has been your experience with reflections? Have you kept a journal before?</li> <li>• Why is reflection an important habit to develop?</li> </ul>
<p>4d. Identify and draw upon sources of local knowledge and nearby history</p>	<p><u>Readings (week 2):</u></p> <ul style="list-style-type: none"> <li>• Local Knowledge, CS Mott group</li> <li>• Nearby History, chpt 2</li> </ul>	<p><u>Activity (week 2):</u></p> <ol style="list-style-type: none"> <li>1. Look at the sources of nearby history mentioned in the reading. List out the sources you might draw upon for your project. Put a date by your list.</li> <li>2. Revisit this local knowledge list two weeks later. What additional sources have you identified?</li> </ol>	

<p>4e. Understand importance of ground truthing and practice community proofing</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Groundtruthing (Williams)</li> </ul> <p><u>Practice Guide:</u></p> <ul style="list-style-type: none"> <li>• Ground truthing</li> </ul> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>• Local experts—formal or informal—who can verify information you have yourself or have gained through books</li> </ul>	<p><u>Discussion questions for one-on-one conversation with faculty (week 5):</u></p> <ol style="list-style-type: none"> <li>1. What changes have your mentors suggested as they reviewed your project and final presentation?</li> <li>2. What formats would they like your final project in (MS word, PDF, paper copies)?</li> <li>3. Who are the people you are giving your final materials to?</li> <li>4. What are the issues you need to be careful about during your final presentation (if any)?</li> </ol>	
<p><b>5. Place: intersection of natural and cultural environment in the landscape of Co. Mayo</b>—develop an awareness of and knowledge about place (short term), begin to incorporate considerations about place into decision-making about community engagement (med. term) to enact sustainable community engagement (long term)</p>			
<p>5a. Develop an understanding of <u>sense of place</u> generally and personally</p>	<p><u>Readings (in advance):</u></p> <ul style="list-style-type: none"> <li>• A sense of place</li> </ul>	<p><u>Dialogue question (in advance):</u></p> <ol style="list-style-type: none"> <li>1. What was a favorite place you had as a child? What made it special to you?</li> <li>2. What is a favorite place of yours now? Again, why is it special to you?</li> <li>3. What are three facts you can find about your village?</li> </ol>	<p><u>Journal questions (in advance):</u></p> <ol style="list-style-type: none"> <li>1. What is your definition of community?</li> <li>2. What communities are you part of?</li> <li>3. How do you define community development?</li> </ol> <p><u>Journal question (week 1):</u></p> <ol style="list-style-type: none"> <li>1. Describe your village. What does it look like?</li> <li>2. Whom have you met?</li> <li>3. What do people say about living in your village?</li> </ol>

<p>5b. Learn about <u>history</u> of Ireland, County Mayo, and your village</p>	<p><u>Readings (in advance):</u></p> <ul style="list-style-type: none"> <li>• A Brief History of Ireland</li> <li>• Field Monuments of Ireland</li> <li>• Story of Mayo</li> </ul>	<p><u>Activity (in advance):</u></p> <ul style="list-style-type: none"> <li>• In teams of two, how would you arrange the eras of Irish history (see activity pieces)?</li> </ul> <p><u>Field trips in country:</u></p> <ul style="list-style-type: none"> <li>• Tom Hennigan's</li> <li>• Foxford Woolen Mills</li> </ul>	
<p>5c. Learn about the changing <u>natural environment</u> in Ireland, Co. Mayo, and your village</p>	<p><u>Pre-departure orientation:</u></p> <ul style="list-style-type: none"> <li>• Ecosystems of Mayo powerpoint (Edwards)</li> </ul> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Atlas of Rural Irish Landscape, chpt.</li> </ul>	<p><u>Field trips in country:</u></p> <ul style="list-style-type: none"> <li>• Ceide Fields &amp; Downpatrick Head (sea cliffs)</li> <li>• Tourmekady (woodland)</li> <li>• Cr. Patrick mountain</li> <li>• Achill Island visit</li> <li>• Clogher bog walk (bog)</li> </ul>	
<p>5d. Learn about changing <u>culture(s)</u> in Ireland, Co. Mayo, and your village</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Irish &amp; American English (handout)</li> <li>• Add more here</li> </ul>	<p><u>Field trips in country:</u></p> <ul style="list-style-type: none"> <li>• Tom Hennigan's</li> <li>• Host family activities</li> <li>• Rural life festival</li> </ul>	
<p>5e. Learn about changing <u>contemporary landscape</u> in Ireland, Co. Mayo, and your village</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Atlas of Rural Ireland Landscape, chpt.</li> <li>• Land Matters, select pages</li> <li>• Mayo County Council Diverse Mayo Report, executive summary</li> </ul>	<p><u>Field trips in country:</u></p> <ul style="list-style-type: none"> <li>• Archaeological &amp; ecological &amp; folklore study tour</li> <li>• Cr. Patrick Heritage Trail</li> </ul>	

<b>6. Policy context of community development in Ireland</b> —develop and share an awareness and knowledge of public policies that effect community engagement (short term), encourage decision–making and community practice based on these policies (med. term) to support effective community engagement (long term)			
<p>6a. Learn about public policies that affect your project</p> <p>6b. Help your community to understand and consider the relevant public policies</p>	<p><u>Readings (week 2–3):</u></p> <ul style="list-style-type: none"> <li>• Mayo County Council County Development Board Strategic Plan, Executive Summary</li> <li>• Project specific policies, white papers, websites</li> </ul> <p><u>Resources (people):</u></p> <ul style="list-style-type: none"> <li>• Local government officials</li> <li>• Working professionals</li> <li>• LEADER company program officers</li> </ul>	<p><u>Discussion questions for one–on–one conversation with faculty (week 2–3):</u></p> <ol style="list-style-type: none"> <li>1. What the major EU, Irish, and Mayo policies that relate to your project?</li> <li>2. What are their main points (summarize them)?</li> <li>3. What are the potential policy implications for your project?</li> </ol>	<p><u>Journal questions (week 3–4):</u></p> <ol style="list-style-type: none"> <li>1. How did your community mentors react when you briefed them on these policies?</li> <li>2. How did your community mentors react when you invited a “policy” guest to a community meeting?</li> </ol>