

Integrating Civic Engagement and Diversity Education: A Case Study of the Use of Learning Objectives to Guide Instructional Design

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Civic Learning at the Intersections

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**Worksheet Supplement
(Clayton & Moses, 2007)**

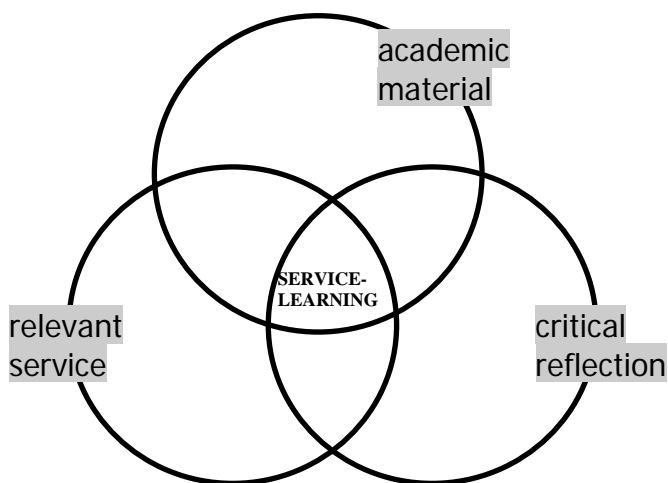
| Theme | Learning Goals | Learning Objectives (LOs) | Assignments / Activities | Reflection Prompts | Assessment Strategies | |
|----------|----------------|---------------------------|-------------------------------|--------------------|--|---|
| Diversit | | LO #1 | Assignment/Activity 1A | | Assessment Strategy for LO#1 Products | |
| | | | Assignment/Activity 1B | | | Criteria Feedback Grading scheme |
| | | LO #2 | Assignment/Activity 2A | | Assessment Strategy for LO#2 Products | |
| | | | Assignment/Activity 2B | | | Criteria Feedback |
| | | | Assignment/Activity 2C | | | Grading scheme |

The Center for Excellence in Curricular Engagement's Definition of S-L

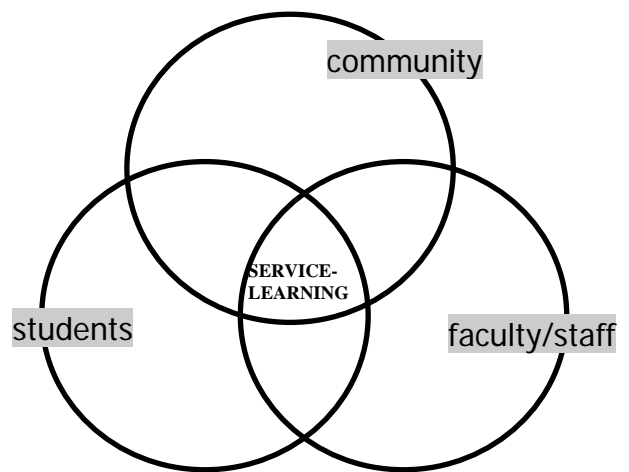
Service-learning (SL) is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic engagement. Students render meaningful service in community settings that present them with experiences related to academic material. Through guided reflection, students—individually and in groups—examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service. SL helps students to deepen their understanding of what they know, who they are, how the world around them works, and their place in it and responsibility to it.

The Venn diagrams below are a visual representation of the various interconnected elements that compose the SL process. These are: (A) the linkage of academic material to service experiences through reflection; (B) the partnering of students and instructors with community members; and (C) the integration of learning about course material with learning about oneself and about processes of civic involvement.

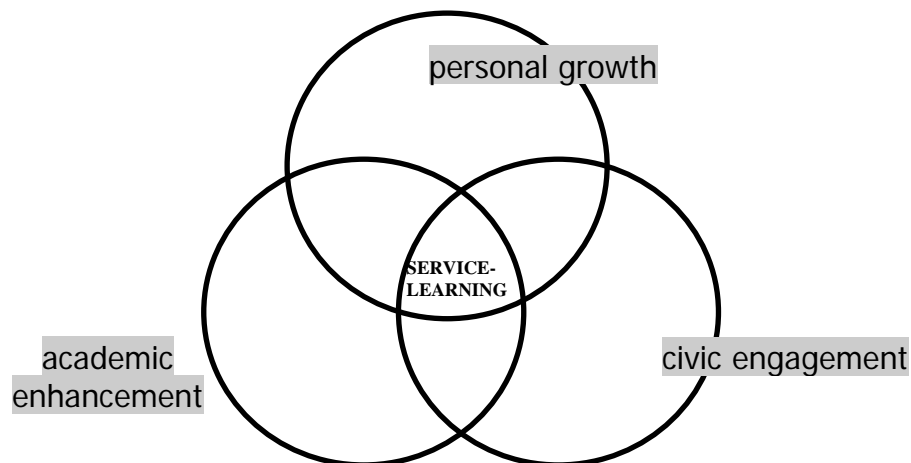
A. Components of Service-Learning



B. Partners in Service-Learning

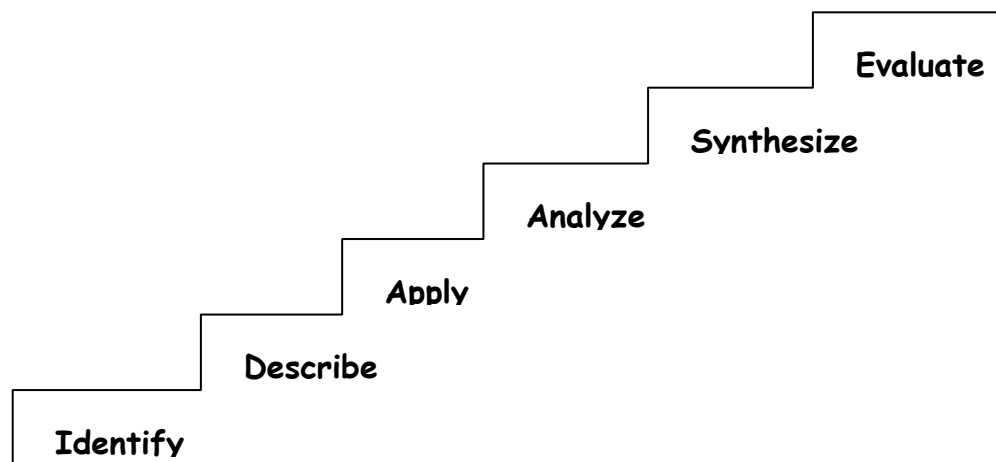


C. Learning Goals of SL



Use of Bloom's Taxonomy in Instructional Design

| Bloom's Classification | Examples of Learning-Related Behaviors |
|-------------------------------|---|
| Knowledge | <i>Identify, define, order</i> |
| Comprehension | <i>Describe, explain, restate</i> |
| Application | <i>Apply, solve, choose</i> |
| Analysis | <i>Analyze, compare, contrast</i> |
| Synthesis | <i>Synthesize, develop, propose</i> |
| Evaluation | <i>Evaluate, assess, judge, critique</i> |



Learning Objectives → Teaching and Learning Strategies

Theme: Effective Teaching

Learning Goal Category: Academic Enhancement

Learning Goal: I want students to understand and be able to use Chickering and Gamson's 7 principles for good practice

| Learning Objectives (LOs) | Assignments / Activities |
|---|---|
| LO #1 Students will explain the 7 principles in their own words | Assignment/Activity 1A Read Chickering and Gamson's "Seven Principles for Good Practice" |
| | Assignment/Activity 1B Bring to class a half-page explanation of each of the 7 principles and exchange with a peer for review and revision as needed |
| LO #2 Students will apply the 7 principles to their roles as teachers in the community | Assignment/Activity 2A Design and conduct a series of interactions with a "learner" at their partner organization in which they implement the 7 principles |
| | Assignment/Activity 2B Series of three In-class discussions: in pairs, share efforts to implement 2 of the principles and plans to implement 2 more |
| | Assignment/Activity 2C Journal entry on the 7 principles, with sub-entries after each session with a "learner" |
| LO #3 Students will evaluate their implementation of the 7 principles with their "learner" population and the relevance of the principles for this population | Assignment/Activity 3A In-class discussion of the similarities and differences between the undergraduate population (to whom the principles have most often been applied) and the "learner" populations with whom the students are working |
| | Assignment/Activity 3B Complete "7 principles" self-assessment instrument and collect completed version from community partner by the last week of class |
| | Assignment/Activity 3C Write an end-of-semester essay on their attempts to implement each of the 7 principles, concluding their discussion of each with a judgment as to their own effectiveness and concluding the essay in general with a judgment as to the relevance of the principles to their target population |

What is Reflection?

**“Experience is the best teacher – Or is it?”
(Conrad and Hedin)**

“active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends”

Dewey, J. (1910). *How we think*

“a continual interweaving of thinking and doing”

Schön, D. (1983). *The reflective practitioner: How professionals think in action*

to “integrate the understanding gained into one’s experience in order to enable better choices or actions in the future as well as enhance one’s overall effectiveness”

Rogers, R. (2001). Reflection in higher education: A concept analysis.

Innovative Higher Education

**“We had the experience but missed the meaning”
Eliot, T.S (1943) *The Four Quartets***

Reflection

1) Generates

2) Deepens

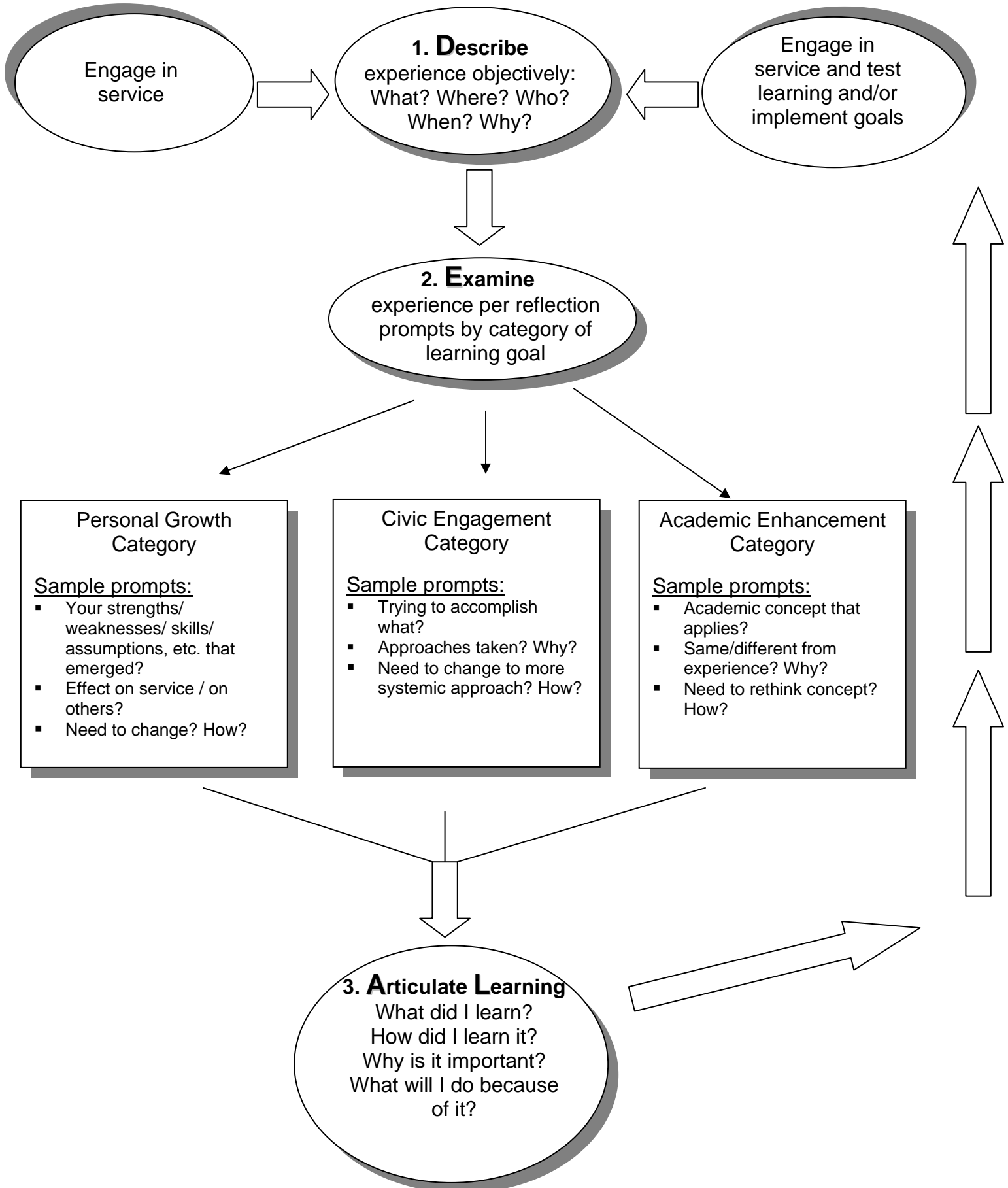
3) Documents

Learning

Components of Service-Learning

Learning Goals of Service-Learning

Schematic Overview of the DEAL Model for Critical



Academic Enhancement Learning Objectives

| Learning Objective Level | Academic Enhancement Learning Objectives | Associated Guiding Prompts |
|-----------------------------|---|---|
| LO 1: Identify | Identify a specific academic concept. | Identify a specific academic concept related to your service-learning experience that you now understand better as a result of reflection on that experience. |
| LO 2: Describe | Describe the academic concept. | Explain the academic concept (so that someone not in your class would understand it). |
| LO 3: Apply | Apply the academic concept in the context of the experience. | How does the academic concept apply to your service-learning experience? (E.g., When did you see it, or note its absence? How did, or could, you or someone else use it?) |
| LO 4: Analyze | Analyze your initial understanding* of the academic concept in light of the experience. | 4.1 Compare and contrast your initial understanding of the academic concept and your experience of it: In what specific ways are your understanding and the experience the same and in what specific ways are they different? —AND— 4.2 What are the possible reasons for the difference(s) (E.g., bias, assumptions, lack of information on your part or on the part of the author / instructor / community) |
| LO 5: Synthesize | Develop an enhanced understanding of the academic concept in light of the experience. | How do you now understand the concept differently than you did before? In other words, what do you now see in the concept that you had not seen before (complexities, subtleties, new dimensions, etc.)? |
| LO 6: Evaluate | Evaluate the completeness of your understanding of the concept and of its use in the community. | 6.1 How, specifically, might you now explain the concept differently, to express your enhanced understanding of it? —AND— 6.2 What additional questions need to be answered and/or evidence gathered in order to test the appropriateness of this preliminary revision in your understanding of the concept? —AND— 6.3 Based on this enhanced understanding of the concept, how, specifically, might you and/or your service organization need to act differently in the future (or, how might you have acted differently in the past) AND what are the associated benefits and challenges? |

* For example, based on your encounter with it to date in readings, lectures, class discussions, previous courses, etc. Remember that your understanding of an idea is always incomplete – perhaps because it is your first encounter with it, or because it was not presented in its entirety, or because your interpretation or that of the author / instructor is limited. The very nature of ideas is that our understanding of them can always deepen, expand, or change as we continue to read, listen, experience, study, and reflect.

From “Good Teaching” to “Scholarly Teaching” to “The Scholarship of Teaching and Learning”

[Excerpted from Clayton, P.H. & Moses, M.G. (2007). Jumpstart Service-Learning Resource Guide.]

“ all faculty have an obligation to teach well, to engage students, and to foster important forms of student learning—not that this is easily done. Such teaching is a good fully sufficient unto itself. When it entails, as well, certain practices of classroom assessment and evidence gathering, when it is informed not only by the latest ideas in the field but by current ideas about teaching the field, when it invites peer collaboration and review, then that teaching might rightly be called scholarly, or reflective, or informed. But in addition to all of this, yet another good is needed, one called a scholarship of teaching, which ... we have described as having the three additional central features of being public (“community property”), open to critique and evaluation, and in a form that others can build on.”

[Hutchings and Shulman (1999)]

This move toward the scholarship of teaching – or, when it is focused specifically on student learning, the scholarship of teaching and learning – can be an excellent way not only to improve your implementation of service-learning but also to integrate teaching with research and to help advance your discipline and the ways it is shared with students. Thus, Hutchings and Shulman (1999) speak of the scholarship of teaching and learning as requiring

“a kind of ‘going meta,’ in which faculty frame and systematically investigate questions related to student learning—the conditions under which it occurs, what it looks like, how to deepen it, and so forth—and do so with an eye not only to improving their own classroom but to advancing practice beyond it.”

Given its relative newness as a pedagogy and the commitment of many of its practitioners to learning to implement it effectively, service-learning instructors often find natural connections to the scholarship of teaching and learning communities on their campuses ... or in some cases form the core of such a community as it is newly emerging.

DEAL Nonprofit Minor Reflection Framework [Sept 2007]
Introduction to Nonprofits Course

Leadership Challenge #4: Capitalizing on opportunities associated with diversity

Step 1: DESCRIBE

- A. Objectively describe what you have done and observed in interactions with your community partner since the last reflection session. (*Who did it involve? Who was not there? What occurred? What did you do? When did it happen? Where did it take place? Why did it occur this way?*)
- B. Use course readings to define the concept of *diversity* and identify the potential opportunities associated with it and explain these concepts in your own words.
- C. Based on A and B above, identify possible ways your nonprofit organization might define diversity and the opportunities associated with it.

Step 2: EXAMINE

- D. Use Diagram A to discuss the various populations that your non profit may need to take into account when capitalizing on opportunities associated with diversity.
 - a. *Identify the populations included in each context (internally, those served, and in the broader community).*
 - b. *On a scale of 1-10 characterize the amount of overlap between the following contexts. In other words, to what extent does the organization's diversity embody of the diversity of the*
 - a) *local community and b) populations served.*
 - a) *Internal and Local Community*
 - b) *Internal and Those Served*
 - *Provide evidence that supports your characterization of the degree of overlap between the diversity of the organization and that of the local community and the populations served.*
- E. Consider how your non-profit organization capitalizes on opportunities associated with diversity.
 - What approaches does your organization use to maximize inclusion of perspectives and voices of diverse stakeholders?
 - What approaches does your organization use to build capacity to listen to, understand, and collaborate across difference?

Step 3: ARTICULATE LEARNING

What did you learn?

How did you learn it?

Why does it matter?

What will you do in light of it?

DEAL Nonprofit Minor Reflection Framework [Sept 2007]
Nonprofit Leadership and Development Course

Leadership Challenge #4: Capitalizing on opportunities associated with diversity

Step 1: DESCRIBE

- A. Objectively describe what you have done and observed in interactions with your community partner since the last reflection session. (*Who did it involve? Who was not there? What occurred? What did you do? When did it happen? Where did it take place? Why did it occur this way?*)
- B. Use course readings to define the concept of *diversity* and identify the potential opportunities associated with it and explain these concepts in your own words.
- C. Based on A and B above, identify possible ways your nonprofit organization might define diversity and the opportunities associated with it.

Step 2: EXAMINE

- D. Use Diagram A to discuss the various populations that your non profit may need to take into account when capitalizing on opportunities associated with diversity.
 - a. *Identify the populations included in each context (internally, those served, and in the broader community).*
 - b. *On a scale of 1-10 characterize the amount of overlap between the following contexts. In other words, to what extent does the organization's diversity embody of the diversity of the*
 - a) local community and b) populations served.*
 - a) Internal and Local Community*
 - b) Internal and Those Served*
 - *Provide evidence that supports your characterization of the degree of overlap between the diversity of the organization and that of the local community and the populations served.*
- E. Consider how your non-profit organization capitalizes on opportunities associated with diversity.
 - What approaches does your organization use to maximize inclusion of perspectives and voices of diverse stakeholders?
 - What approaches does your organization use to build capacity to listen to, understand, and collaborate across difference?
- F. In light of A & B, use Diagram B to help you critique the appropriateness of the current approach(es) to capitalizing on opportunities associated with diversity in light of the evaluative criteria: On a scale of 1 – 10, how effective is the approach? On the same scale, how efficient is it? What is the degree of integrity associated with it? How sustainable is it?
- G. Examine approach(es) further:
 - What are the strengths of the current approaches?
 - What are the limitations?
 - What factors, internal or external, appear to support your organization's attempts to capitalize on opportunities associated with diversity? What factors appear to hinder them?

H. Consider Alternatives

- Brainstorm alternative approaches that could help the organization enhance its ability to capitalize on opportunities associated with diversity.
- What are the benefits of implementing these options?
- What are the costs of implementing these options? (*Consider possible tensions that arise when attempting to integrate multiple perspectives.*)

I. Propose a New Idea

- Based on your understanding of the current situation and alternatives, what do you believe would be an optimal strategy to help your organization capitalize on opportunities associated with diversity?
- Use the evaluative criteria to explain why your idea would improve the current situation.
- How likely is it that your idea could be carried out under the current conditions?
- What would need to change in order to implement this new strategy? What are the costs associated with implementing this change?

J. Recommendations for Implementation

- What do you recommend that the organization do in the short term to capitalize on opportunities associated with diversity?
- What do you recommend the organization do for the long term to capitalize on opportunities associated with diversity?
- What challenges might you face as a nonprofit leader when attempting to follow through with these recommendations?
- How would you deal with these challenges?

Step 3: ARTICULATE LEARNING

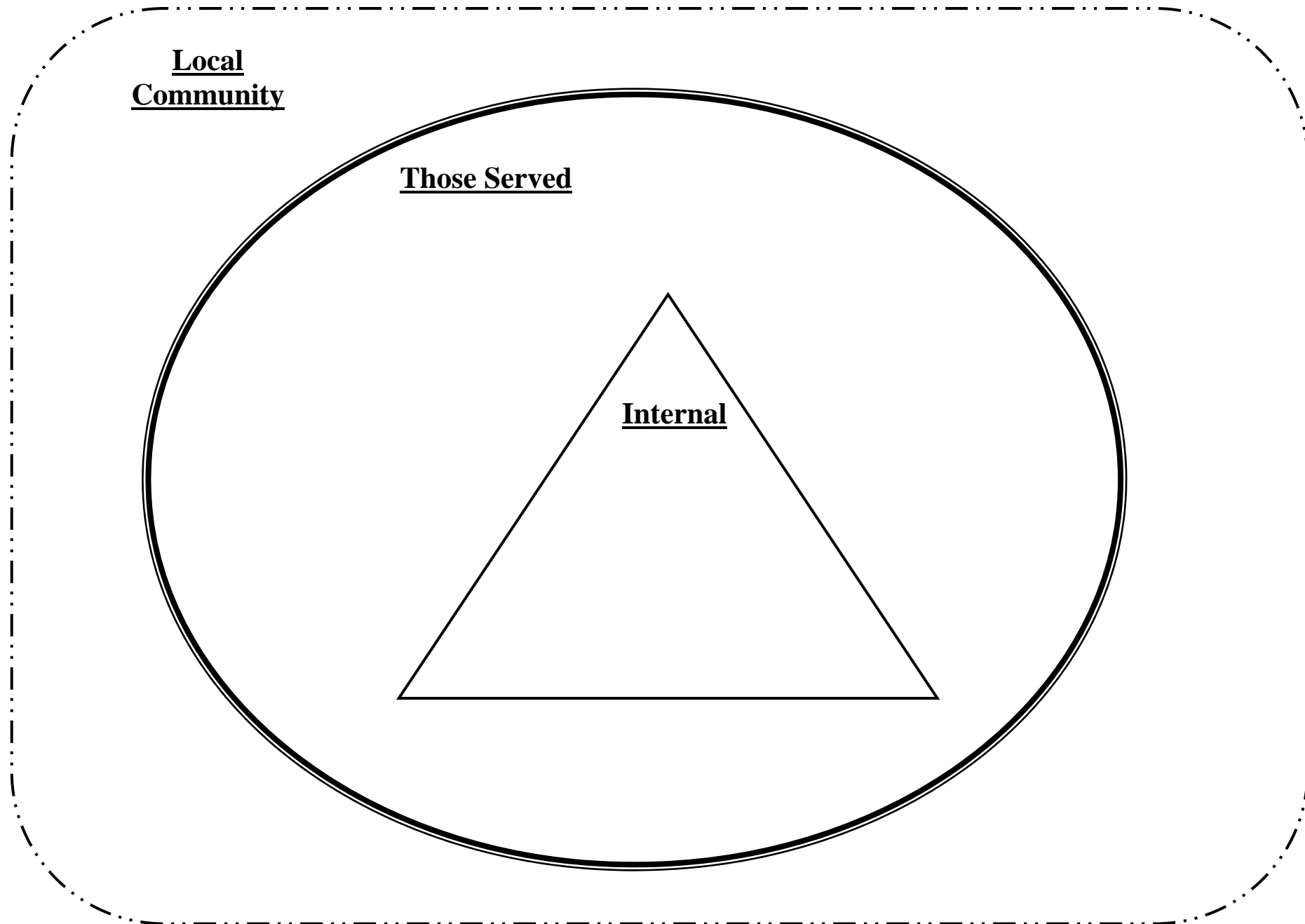
What did you learn?

How did you learn it?

Why does it matter?

What will you do in light of it?

Leadership Challenge 4: Capitalizing on opportunities associated with diversity
Diagram A: Relevant populations



Leadership Challenge 4: Capitalizing on opportunities associated with diversity
Diagram B: Using the evaluative criteria

Approach:

Efficiency:



Effectiveness:



Integrity:



Sustainability:



Leadership Challenge 4: Capitalizing on opportunities associated with diversity [September 2007]

One of the major challenges that nonprofit leaders face is how to capitalize on the diversity within our society, especially in terms of gender, race/ethnicity, education level, socioeconomic status, sexual orientation, religion, age, and ability. The nonprofit sector needs to be proactive in its commitment to serving diverse constituencies and understand that shared assumptions, values, and beliefs vary among different cultures, social groups, and ethnicities. This challenges nonprofit leaders to ensure that their boards, staff, volunteers, and contractors reflect the diversity of the organization's constituencies and the broader community (Zdenek, 2004). Collaboration across differences can bring opportunity, in the form of multiple voices and perspectives, and difficulties, in the form of conflicts between these perspectives. Another challenge for nonprofit leaders is to nurture people's capacity for collaboration and facilitate understanding and appreciation of differing perspectives. Strong leadership can help the nonprofit organization reassess its basic assumptions in light of a diverse society and ensure that organizational culture, including methods and policies, embody and capitalize on this diversity.

| | |
|---|--|
| <p>LO1: Identify: Use course readings to define the concept of diversity and opportunities associated with it.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies possible definitions of diversity according to readings. <input type="checkbox"/> Identifies possible opportunities associated with diversity according to readings. |
| <p>LO2: Describe: Explain the concept of diversity and the opportunities associated with it in your own words.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Explains diversity in own words. <input type="checkbox"/> Explains opportunities associated with diversity in own words. |
| <p>LO3: Apply: Provide a (n) example(s) from your partner organization that illustrates why diversity is important for the organization and shows the extent to which the organization is diverse.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies the various populations your partner organization may need to take into account when capitalizing on opportunities associated with diversity. <input type="checkbox"/> Uses a specific example to identify ways in which the nonprofit organization is and or is not diverse. <input type="checkbox"/> Provides an example of how diversity positively and or negatively affects the organization. <input type="checkbox"/> Provides an example that illustrates how the nonprofit attempts to ensure inclusion of diverse perspectives and voices. |
| <p>LO4: Analyze: Analyze the strategies your partner organization uses to capitalize on opportunities associated with diversity in light of the evaluative criteria.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Discusses the strengths and limitations of current approaches. <input type="checkbox"/> Discusses the tensions the nonprofit faces when making these choices. <input type="checkbox"/> Considers alternative approaches that would increase the organization's capacity to incorporate diverse perspectives and discusses the challenges associated with these alternatives in light of the evaluative criteria. |
| <p>LO5: Synthesize: Propose a new idea that your partner organization might use to capitalize on opportunities associated with diversity.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Provides a new idea for capitalizing on opportunities associated with diversity. <input type="checkbox"/> Explains why the new idea might lead to increased capacity to capitalize on opportunities associated with diversity. <input type="checkbox"/> Discusses changes that need to occur for the new idea to be implemented. <input type="checkbox"/> Discusses likelihood of new idea being carried out. |
| <p>LO6: Evaluate: Provides <u>BOTH</u> short term <u>AND</u> long term recommendations for capitalizing on opportunities associated with diversity while addressing associated challenges.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Provides short-term recommendations for capitalizing on opportunities associated with diversity. <input type="checkbox"/> Provides long-term recommendations for capitalizing on opportunities associated with diversity. <input type="checkbox"/> Discusses challenges faced when implementing these recommendations. <input type="checkbox"/> Provides way to deal with challenges of implementing these recommendations. |

Instructional Design Worksheet
Excerpts: Jameson on Diversity Theme

| Learning Objective | Teaching and Learning Strategies (assignments, activities, etc.) | Assessment Strategy |
|---|--|---|
| Define and explain the concept of the diversity | a) Reading from NP Minor Toolkit b) Class discussion c) DEAL Reflection Framework | Product: Articulated Learning Criteria: Rubric Levels 1 and 2 Feedback: Provided by instructor on draft AL Grading scheme: 10 points for draft, 15 points for final AL |
| Provide a (n) example(s) from your partner organization that illustrates why diversity is important for the organization and shows the extent to which the organization is diverse. | a) Observations from SL project with a NP organization in the local area recorded in a notebook b) Review of organization's webpage for information on its constituents, donators, clients, etc. c) Reflection Framework | Product: Articulated Learning Criteria: Rubric Level 3 Feedback: Provided by instructor on draft AL Grading scheme: 10 points for draft, 15 points for final AL |
| Analyze strategies an organization uses to capitalize on opportunities associated with diversity | a) Interview with Director of partner NP organization b) Observations from SL project with a NP organization in the local area recorded in a notebook c) Reflection Framework d) Small group discussion in class, across partner orgs | Product: Articulated Learning Criteria: Rubric Level 4 Feedback: Provided by instructor on draft AL Grading scheme: 10 points for draft, 15 points for final AL |

Articles Related to the NC State Model for Critical Reflection

Ash, S.L. & Clayton, P.H. (2004). *The Articulated Learning: An Approach to Guided Reflection and Assessment. Innovative Higher Education, 29*(2). pp. 137-154.

ABSTRACT: The value of reflection on experience to enhance learning has been advanced for decades; however, it remains difficult to apply in practice. This paper describes a reflection model that pushes students beyond superficial interpretations of complex issues and facilitates academic mastery, personal growth, civic engagement, critical thinking, and the meaningful demonstration of learning. Although developed in a service-learning program, its general features can support reflection on a range of experiences. It is accessible to both students and instructors, regardless of discipline; and it generates written products that can be used for formative and summative assessment of student learning.

Ash, S.L., Clayton, P.H., & Atkinson, M. (2005). *Integrating Reflection and Assessment to Capture and Improve Student Learning. Michigan Journal for Community Service-Learning, 11*(2). pp. 49-59.

ABSTRACT: Intentionally linking the assessment of the student learning outcomes of service-learning with its reflective component allows each to inform and reinforce the other. This paper traces the evolution of a strategy that uses reflection products as data sources to assess and improve both individual student learning and program-wide approaches to reflection. Two tools were developed in response to an earlier, unsatisfactory, assessment of students' work. Students and instructors then used these tools to guide the process of reflective writing in two courses. Associated rubrics evaluated the quality of thinking demonstrated in the written products. Results suggest that these tools can improve students' higher order reasoning abilities and critical thinking skills relative to academic enhancement, civic engagement, and personal growth, and as a result, can improve the overall quality of their thinking and learning. However, this assessment has also surfaced the need for further improvement, particularly with respect to academic learning outcomes.

Clayton, P.H. & Ash, S.L. (2004). *Shifts in perspective: Capitalizing on the counter-normative nature of service-learning. Michigan Journal of Community Service-Learning, 11*(1). pp. 59-70.

ABSTRACT: Service-learning is a unique pedagogy, and its very differences from traditional teaching and learning strategies make it both appealing and challenging to implement. Students and faculty alike are the products of traditional learning environments and often find service-learning unfamiliar and, as a consequence, experience dissonance, discomfort, and uncertainty. Confronting the difficulties students and faculty at our institution have faced in adjusting to these differences has helped us to realize the importance of making "shifts in perspective" in how we understand and enact teaching and learning and service. This article shares our emerging understanding of these "shifts" and of how we can support students and faculty in undertaking them effectively. The central conclusion is that reflecting on the differences between service-learning and more traditional pedagogies and on ways to make the associated shifts in perspective and practice can help practitioners to implement service-learning successfully and to more fully tap its power to nurture the capacity for self-directed learning.

Clayton, P.H., Ash, S.L., Bullard, L.G., Bullock, B.P., Day, M.G., Moore, A.C., O'Steen, W.L., Stallings, S.P., & Usry, R.H. (2005). *Adapting a core service-learning model for wide-ranging implementation: An institutional case study. Creative College Teaching. Vol 2, Spring. pp. 10-26.*

ABSTRACT: Service-learning is a highly adaptable pedagogy, well-suited to fulfill a variety of objectives with a range of student populations across the spectrum of disciplines. This article shares the experience of a large institution's Service-Learning Program that has developed a core model for service-learning and that supports instructors across campus in customizing it for their own unique implementation. The core model consists of a baseline definition, a standard approach to curricular design, and a simple but well-structured reflection process. Discussion of this core model is followed by the presentation of seven examples of courses that have been reworked accordingly with a service-learning component, from the small-scale module to the semester-long project to the entirely project-based course. The experiences of students and faculty across this spectrum of approaches reveal some of the benefits and the challenges associated with adaptation of a core model in implementing service-learning across the disciplines.

Clayton, P.H. & Ash, S.L. (2005). *Reflection as a key component in faculty development. On the Horizon, 13*(3).

ABSTRACT: Reflection is key to learning from experience, including the experience of teaching. We suggest that critical reflection is as important in faculty development as it is in student learning and offer our experience with a service-learning program as a case study of the benefits and challenges of structuring faculty development around reflection. Reflection on our teaching both deepens our understanding of our roles as educators and allows us to model those abilities and perspectives we want our students to develop. Further, collaborating with our students in the reflective process promotes a strong sense of learning community, positioning students and faculty alike as engaged in collaborative inquiry.

Under development: *Student tutorial Learning Through Critical Reflection and instructors' guide Teaching and Learning through Critical Reflection. Stylus Publishing.*