Tools of Engagement
Workshop on Preparing Undergraduates for Service-Learning and Civic Engagement

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TOOLS of ENGAGEMENT
Collaborating with Community Partners

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TOOLS of ENGAGEMENT

Scholarly   Collaborative   Community-Based

Responsive   Capacity-Building   For the Public Good

Welcome to the Tools of Engagement Web site!

"... [community engagement] has provided me a way to really understand the issues that I learn about in class and has also helped me find a way to be a part of making a stronger community."

Emily Cunningham
MSU Student

This Web site has modules for undergraduate students interested in learning how to work collaboratively with community partners.

▸ Learn more about the curriculum

If you are visitng this Web site for the first time, please look at the Getting Started page.

▸ To access the learning modules, please log in.

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University Outreach and Engagement

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TOOLS ENGAGEMENT

Welcome and Session Overview

Introductions from Michigan State University Team

- Diane Doberneck

- Nicole Springer

- Burton Bargerstock

Purpose of Pre-Conference Workshop

- Convene dialogue with national and international scholars to consider what is needed to prepare undergraduates for SLCE

- Provide critical peer review of some existing materials

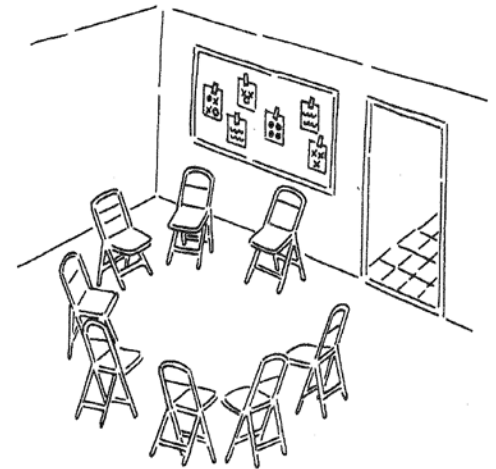- Envision ways to move this work forward together

Session Overview

1:20-1:40	What Do Our Students Need to Know
1:40-2:00	What Topics Are Higher Priority
2:00-2:30	Critical Peer Review—Round 1
2:30-2:45	Break
2:45-3:15	Critical Peer Review—Round 2
3:15-3:45	Debriefing the Critical Peer Review
3:45-4:00	Next Steps in Moving This Forward

Friendly Reminder: Rules of Dialogue

- Be Authentically present
  - Turn off your cell phones, laptops, distracted mind

- Actively listen
  - Refrain from reading during the group discussions

- Explain your ideas and opinions
  - Ex: Here's why I think that's important…

- Ask others questions to draw out their ideas
  - Ex: Tell me more about that? Can you give an example?

- Welcome divergent points of view

- Allow everyone a chance to talk at your table

Isaacs (1999), Owen (1997), Senge & et. al. (1994)

Image from Owen, pg. 90.

Importance of P.A.R.E.

Preparation

Action

Reflection

Evaluation

Troppe (1999)

WHATSOEVER·A·MAN·SOWETH

Optimal Experience = Flow

Anxiety

Optimal "Learning" Experience

Boredom

Csikszentmihalyi (1990), imaged adapted from pp. 74-75.
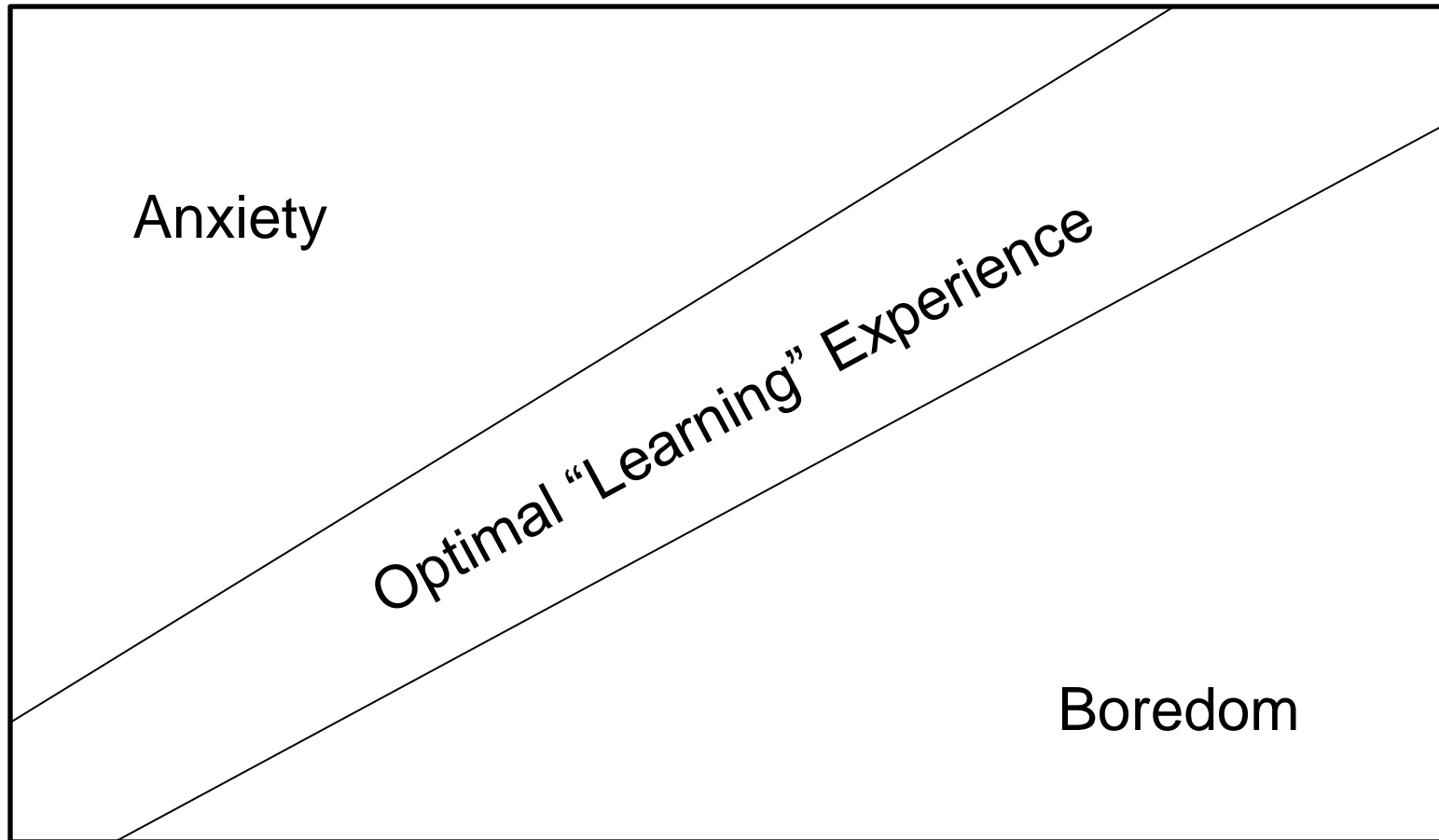
Introductions at Your Roundtable

Introduce yourself to your table-mates

- Give your name
- Give your institution, organization or community
- Say a few words about the work that you do on your campus
- Share a story about "hurling" students into community settings or an example of how you were "hurled" into a community

What Do Your Students Need to Know Before Engaging in Communities?

Roundtable Activity (15 mins)

- At your table, brainstorm the important concepts and skills that undergrads need to know to be prepared for service-learning and community engagement
- Designate someone to report out

Reporting Out (10 mins)

- Share your table's ideas with the full group

Among these topics, which ones are the higher priorities?

Full Group Activity (10 mins)

- Look over the brainstormed ideas and skills on the newsprint

- Take your stickers and vote. Use your one **gold** sticker for your top choice. Use your two **silver** stickers for your other two choices.

Summary (5 mins)

- What are the ideas and skills that received the most votes?

- What else stands out to you?

Preparation at MSU

Tools of Engagement Path	
2005	Planning committee established, initial funding from Provost's Office
2006-2007	Original curriculum binder developed (beginner, intermediate, advanced)
2007-2008	Select MSU faculty members use and review of original materials
2008	Printed curriculum transformed into on-line modules
2008	Usability and Accessibility Center conducts focus groups with undergraduates about on-line modules, tests multiple choice questions
2009-2010	Revised materials officially launched at MSU
2009-2010	Pilot tested at campuses in US, incl. Auburn University; Penn State—Altoona; Penn State—New Kensington; Penn State—University Park; Michigan State University
	• faculty surveys, student surveys, faculty interviews
2011	Review by international student for international relevance
2011-2012	Honors class reviewed modules, presented Ugrad Research Conf
2012-2013	Revisions based on multiple sources of feedback
2013	IARLSCE International & national critical peer review

Today's Critical Peer Review

List of Current Modules

Mod 1—The Community Engaged Student: Understanding Your Role

Mod 2—Power and Privilege

Mod 3—Be A Good Partner!

Mod 4—Capacity Building for Sustained Change

Mod 5—Asset Based Community Engagement

In Advance

We randomly assigned each of you two modules to review prior to this workshop and sent along worksheets to guide your critical peer review.

Today

We'd like you to meet with your fellow module reviewers to discuss the merits of the modules and provide critical/constructive feedback on your worksheets.

Round One—Your Group

Module 1
Understanding Your Role

- Robin Bendig
- Monica McKay
- Robert Swap

Module 2
Power & Privilege

- Harmony Cox
- Julia Jasken
- Josah Powers
- Joan Wagner

Module 3
Be A Good Partner!

- Thaddeus Gulbrandsen
- Mary Mathew-Wilson
- Amanda Schwegler
- Renee Zientek

Critical Peer Review of Existing Materials

Round One (30 mins, finish at 2:30)

- At your roundtables, discuss your assigned module. Be sure to listen, question, and share your reactions and critical/constructive thoughts.

- Be sure to note these ideas on the worksheets
  - Your initial reactions
  - Underdeveloped or missing key concepts
  - Redundant or extraneous key concepts
  - Confusing key concepts
  - Reading material suggestions
  - Learning activity suggestions
  - Other comments

15 Minute Break

Round Two—Your Group

Module 4
Capacity Building for Sustained Change

- Robin Bendig
- Thaddeus Gulbrandsen
- Julia Jasken
- Monica McKay
- Amanda Schwegler
- Joan Wagner

Module 5
Asset Based Community Engagement

- Harmony Cox
- Mary Mathew-Wilson
- Josah Powers
- Robert Swap
- Renee Zientek

Critical Peer Review, Continued

Round Two (30 mins, finish at 3:15)

- At your roundtables, discuss your assigned module. Be sure to listen, question, and share your reactions and critical/constructive thoughts.

- Be sure to note these ideas on the worksheets
  – Your initial reactions
  – Underdeveloped or missing key concepts
  – Redundant or extraneous key concepts
  – Confusing key concepts
  – Reading material suggestions
  – Learning activity suggestions
  – Other comments

Debriefing the Critical Peer Review

Full Group Discussion

- For specific modules (20 mins)
    - What was your review group's overall assessment?
        - Module 1: Community Engaged Students
        - Module 2: Power and Privilege
        - Module 3: Be a Good Partner!
        - Module 4: Capacity Building for Sustained Change
        - Module 5: Asset Based Community Engagement

- What are your overall thoughts about preparing undergraduates for service-learning and community engagement? (10 mins)

Next Steps in Moving This Forward

1. From your perspective, what are the next steps in moving this work forward? (10 mins)

2. What questions do you have?

Evaluation & Follow Up

Session Evaluation

Please take a moment to complete the evaluation forms. We sincerely invite your feedback on this workshop.

Follow-Up Response Card

_____ Provide feedback on module(s) you did not review for today

_____ Propose a module on a topic not already discussed today

_____ Suggest additional readings to accompany specific modules

_____ Suggest optional learning activities to accompany specific modules

_____ Use module(s) in your classroom

_____ Use module(s) in your service-learning center

_____ Stay informed about progress and development (approx. 1 email/semester)

_____ Other, please specify:

Thank You

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