# Cardinal Courses Workbook

ENGAGING STUDENTS FOR COMMUNITY IMPACT

Stanford | Cardinal Service

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# A Welcome from the Cardinal Courses Team

Dear faculty,

Thank you for your interest in community engaged learning at Stanford. This workbook was designed to support you in developing a community engaged learning experience as part of a new or revised course. In each section, you will find both theoretical and practical guidance for each stage of the process—from designing your course to establishing community partnerships to facilitating student reflection. At the end of the workbook, you will also find additional resources to help you move forward with your course or research project.

We see this workbook as a starting point for conversations about how community engagement can enhance your teaching and research agenda. Over the last four years, we have developed a strong team with thematic expertise in education, engineering, environmental sustainability, health, human rights, and race and identity. Please let us know how we can support you.

Stanford offers more than 180 Cardinal Courses—community engaged learning courses that connect the academic learning goals of the course through reciprocal community partnerships. This would not be possible without your efforts. Thank you for seeking out resources to connect your teaching and research to the broader community!

Best regards,

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## The Cardinal Courses Team

The Directors of Community Engaged Learning (DCELs) support faculty to develop community partnerships, Cardinal Courses, and syllabi. We also provide grant support and Cardinal Courses designation assistance, and we stay in touch with experienced community engaged teaching faculty as needed.

## Contact Us

Contact information for the Haas Center Staff:
https://haas.stanford.edu/people

Email the Community Engaged Learning and Research Team at:
learningincommunity@lists.stanford.edu

# How to Use this Workbook

As you go through this workbook, you will notice two recurring themes: a graphic about elements to include in your syllabus, and descriptions and guiding questions about Stanford's Principles of Ethical and Effective Service.

A syllabus is a document about the course content, goals, and elements. It is also a guide for students about the kind of teaching and learning they can expect in your class. The clearer and more explicit your syllabus is, the easier it will be for students to understand what the course is about and what is expected of them in a Cardinal Course.[1] Subsequent chapters of this workbook will help you develop your Cardinal Course and provide information about what to include in your syllabus. The graphic to the right summarizes what to include in syllabi, with checkmarks indicating which topics the current chapter of the workbook highlights.

Each chapter also includes the Stanford Principles most relevant to that chapter's topics, with guiding questions to help faculty and students embed these values in their teaching and learning.

## Syllabus Elements

- ☑ Instructor Information
- ☑ Course Description and Purpose
- ☑ Learning Goals and Outcomes
- ☑ Readings, Materials, Resources
- ☑ Course Policies and Expectations
- ☑ Learning Toolbox
- ☑ Learning Resources
- ☑ Course Schedule

1. For more information, visit: https://teachingcommons.stanford.edu/resources/course-preparation-resources/creating-syllabus
For sample Cardinal Courses Syllabi, visit: https://teachingcommons.stanford.edu/gallery/community-engaged-learning-faculty

# Notes

# Introduction to Community Engaged Learning

"Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good."[2]

At Stanford University, community engaged learning courses are called Cardinal Courses. The University offers more than 160 Cardinal Courses, hosted in 45 different departments and programs. Cardinal Courses are service learning or community engaged learning courses that engage students in projects and partnerships in the community that address social or environmental challenges. Cardinal Courses can be small seminars, large lectures, introductory level courses, or senior capstones. All Cardinal Courses seek to align the academic learning goals of the course with a project or partnership that addresses a community-identified need.

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2. The Carnegie Foundation for the Advancement of Teaching. (2007). *Community Engagement Classification.*

# Cardinal Courses: A Part of Cardinal Service

Each element of Cardinal Service (Quarter, Courses, Commitment, and Careers) enables Stanford undergraduates to contribute to society, develop citizenship skills, and realize Jane Stanford's vision that Stanford students, due to the education provided, "will become thereby of greater service to the public." The following general characteristics are shared among all four of the Cardinal Service elements.

## Cardinal Service Experiences:

- engage with a community to address a social problem or societal need.
- produce reciprocal benefits for students, faculty, and community partners.
- provide opportunities to critically examine public issues and/or explore one's civic identity.
- embody the Stanford Center's Principles of Ethical and Effective Service.
- involve one or more Pathways of Public Service and Civic Engagement.
- in addition, each of the Cardinal Service elements has distinctive features.

### Cardinal Quarter Experiences:

- enable students to integrate academic learning and research with a service experience.
- last eight to nine consecutive weeks.
- involve a minimum of at least 35 hours per week.

### Cardinal Courses Experiences:

- integrate course or research objectives and community-based experiences.

### Cardinal Commitment Experiences:

- commence with a personal statement of commitment.
- connect students with a mentor who provides support and guidance.
- involve at least three quarters of service to a program or organization.

### Cardinal Career Experiences:

- prepare and enable students to pursue careers or jobs in the public interest or participate in other forms of lifelong community engagement within or across any sector (public, private, or nonprofit).
- enable the critical examination of how jobs and careers impact the public.

# Stanford's Principles of Ethical and Effective Service

Why Principles? Community organizations provide rich learning opportunities for Stanford students engaged in public service. Many faculty, staff, and students establish mutually beneficial relationships with partner organizations that enhance student learning and contribute to the mission of a community partner. At times, however, there have also been breaches of community trust and respect. In response, the Haas Center consulted with over 75 community participants, faculty, students, and staff to develop the Principles for Ethical and Effective Service. They guide and align our values, create and deepen community partnerships, and help us achieve our desired goal of enhancing student learning and community benefit. The Principles are now a guiding framework for the Cardinal Service initiative.

Cardinal Courses incorporate the Principles of Ethical and Effective Service through community placements, assignments, reflections, and other activities that connect student learning to these values. Each subsequent chapter of this book highlights relevant principles under the Principles in Action section.

We provide a shortened version of the Principles here. For the complete text, please visit https:/bit.ly/stanfordserviceprinciples

## Reciprocity and Learning Through Partnership

- Develop and cultivate collaborative relationships with community partners that recognize their role as educators of student participants.
- Involve community partners in the design, facilitation, and evaluation of service initiatives.

## Clear Expectations and Commitments

- Clarify community partners' needs and preferences, and develop mutual goals, realistic expectations, and time frames.
- Seek ongoing feedback from community partners to ensure accountability and that mutual expectations are being met.
- Model and emphasize the importance of keeping commitments made to community partners.

# Preparation

- Prepare for a service initiative with the attitudes, skills, knowledge, and materials you need to serve effectively.

- Understand and share the context in which the service experience is embedded.

- Seek advice from community partners in determining content and involve them in preparing or training students whenever possible.

# Respect for Diversity

- Model respect for diversity, broadly and inclusively defined.

- Before, during, and after the service experience, actively challenge biases, stereotypes, and assumptions regarding the community you are working with and the issues you are addressing.

# Safety and Wellbeing

- Anticipate and take steps to ensure the physical and emotional safety of all service initiative participants.

- Understand and comply with special safety or liability requirements of community partners and the University.

# Reflection and Evaluation

- Intentionally and creatively build in opportunities to reflect throughout your service experiences, involving community partners when possible.

- Include opportunities to gather regular feedback from community partners and participants to assess value, refine practice, and inform future actions.

# Humility

- Serve with a listening and learning attitude ever mindful of the community's needs, assets, and interests; and their own expectations, limitations, and capacity to serve.

- View any service work you are asked to do as a valuable learning opportunity that complements knowledge and builds understanding.

# Stanford's Pathways of Public Service

## Community Engaged Learning and Research

Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues.

## Direct Service

Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served.

## Community Organizing and Activism

Involving, educating, and mobilizing individual or collective action to influence or persuade others.

## Philanthropy

Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good.

## Policy and Governance

Participating in political processes, policymaking, and public governance.

## Social Entrepreneurship and Corporate Social Responsibility

Using ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems.

# Examples of Cardinal Courses

Stanford University offers more than 180 Cardinal Courses in a variety of disciplines with a broad range of community engaged activities. Typically, Cardinal Courses include one of two models of service learning: direct or project-based service. It is helpful to employ the appropriate model in the course and to communicate to students the rationale behind the model you choose to use in your class.



## Direct Service

Community engaged learning courses have students work in the community for one or more quarters applying concepts learned in the classroom and reflecting on their experiences on a regular basis. Examples of direct service courses include:

### SPANLANG 11SL: Second-Year Spanish

As part of the class, students spend one or two evenings per week working with Spanish-speaking youth in the local community on artistic projects, allowing them to practice Spanish and to connect with themes surrounding community and youth identity.

### EDUC 103B: Race, Ethnicity, and Linguistic Diversity in Classrooms

Students study how language influences student learning and how different cultures learn. Students can select from three different projects in the class—tutoring at the Boys & Girls Clubs, teaching an Ethnic Studies class with Sequoia High School Avid Program, or tutoring in the Ravenswood Middle School Avid Programs. Through these hands-on experiences, Stanford students learn about the complexities facing students and teachers, see the many ways students learn, and explore their own perspectives as they bring these experiences back to the classroom.

## Project-based Service

In project-based courses, students work with community partners to understand a problem or need. Students draw upon their existing knowledge and concepts learned in class to research and define solutions and recommendations. Examples of project-based courses include:

### EDUC 281: Technology for Learners

Students work on pre-scoped projects, outlined by the community partner and faculty. In each project, students work with staff at the organization to better understand who they were trying to teach and then design a technological tool that helps teach that population. Students spend time observing at the site as well as completing work on campus.

### COMM 106: Communication Research Methods

Students learn how to do research and data analysis (using R, an open source programming language) through a series of labs and reflections that build up to the final projects—a deliverable to the community partner, DreamCatchers. Students work with the partner on research design and analysis that helps DreamCatchers assess the impact of their program.

### EARTHSYS 176: Open Space Management Practicum

Students address a particular environmental challenge through a faculty-mentored research project engaged with the Peninsula Open Space Trust, Acterra, or the Amah Mutsun Land Trust that focuses on open space management.

### ENGR 110: Perspectives in Assistive Technology

Students work directly with members of the community to design and prototype solutions that address specific challenges related to aging and/or disabilities.

# Cardinal Courses Designation and Grant Process

## Course Tagging

Cardinal Courses are officially "tagged" and are searchable in Explore Courses. To apply for tagging, faculty must to complete the Cardinal Courses application, which includes the following questions:

- Which course learning objectives will be met through community engagement?
- How will students understand and apply the Stanford Principles of Ethical and Effective Service?
- Who or what is your community partner for this course? How will your students engage with your community partner(s)?
- What public issue(s) does your course and partnership address?
- What mutual benefits will you, your students, and your partner(s) receive as a result of this course?
- How will you prepare students to work with the community and/or community partners?
- How and when will students reflect on their community engagement experience?[3]

## Grant Funding

To support the delivery of Cardinal Courses, faculty are invited to apply for Cardinal Course Grants.[4]  Grants may cover the following needs:

- Community Engaged Learning Coordinator (CELC) stipend: an undergraduate that provides general support for a Cardinal Course (up to 10 hours/week)
- Travel and transportation
- Supplies and materials
- Honoraria
- Food and beverage
- Other: needs not covered in the above categories

3. For more information, please visit https://haas.stanford.edu/faculty/course-development
4. For more information, please visit https://haas.stanford.edu/faculty/course-development/fund-your-cardinal-course

## Situating Community Engaged Learning in Your Course

**?** What does "community" mean in the context of your work?

**?** How would you like your students to engage with this community?

**?** Which of Stanford's Pathways of Public Service and Civic Engagement are most relevant to your course?

# Resources

The Haas Center offers a range of resources to help wth course development and delivery, funding, research, and more.



## Our Support Includes:

- The Community Engaged Learning and Research (CELR) team
- The Cardinal Courses workbook (this document)
- Information about prospective community partners
- Cardinal Courses tagging assistance
- Cardinal Courses grant proposal assistance
- The Graduate Public Service Fellowship program
- The Faculty Fellows program
- Cardinal Courses Fellowships to fund students interested in continuing with a Cardinal Course project full time for a quarter

For more information, please visit https://haas.stanford.edu/faculty

## Cardinal Courses Tagging and Grant Request Form

https://haas.stanford.edu/faculty/cardinal-course-development

# Key Cardinal Courses Terms

Below are key terms that are central to our work. We find that each discipline/partner uses different words to describe similar concepts. We have included some of these below. Please share with us the terms your department/field uses.

| CEL TERM | ALTERNATE TERMS |
| --- | --- |
| Celebration | Symposium, conference, wrap-up session/meeting, public dissemination, showcase, gala, project completion |
| Civic engagement | "environmentally responsible citizens", social responsibility, educating for democracy |
| Commitment | Follow-through/follow-up, e.g., liability, reliability |
| Community | Stakeholders, the public, society, partners, off-campus partners |
| Community engaged learning | Service-learning, project-based learning, "real world project", "moving from theory to practice" |
| Community engagement | Stakeholder engagement, cooperative extension, partnership, university partnership |
| Humility | Respect, respect for stakeholder knowledge (relative to book learning), cultural humility, culturally sensitive |
| Participatory pedagogy | (Iterative) co-production of research questions, knowledge, & ideas, co-instruction/co-education by campus and community partners, teach, learn, participate |
| Reciprocity | Mutually beneficial, iterative, collaborative, collaboration |
| Reflection | Debrief, regroup, self-assessment/self-evaluation, follow-up, making connections, critical analysis, help students frame their experiences, framing, contextualize, pause, check-in, reflection, linking learning objectives intentionally to service |

# Notes

# Designing Cardinal Courses

*Learning in Context*
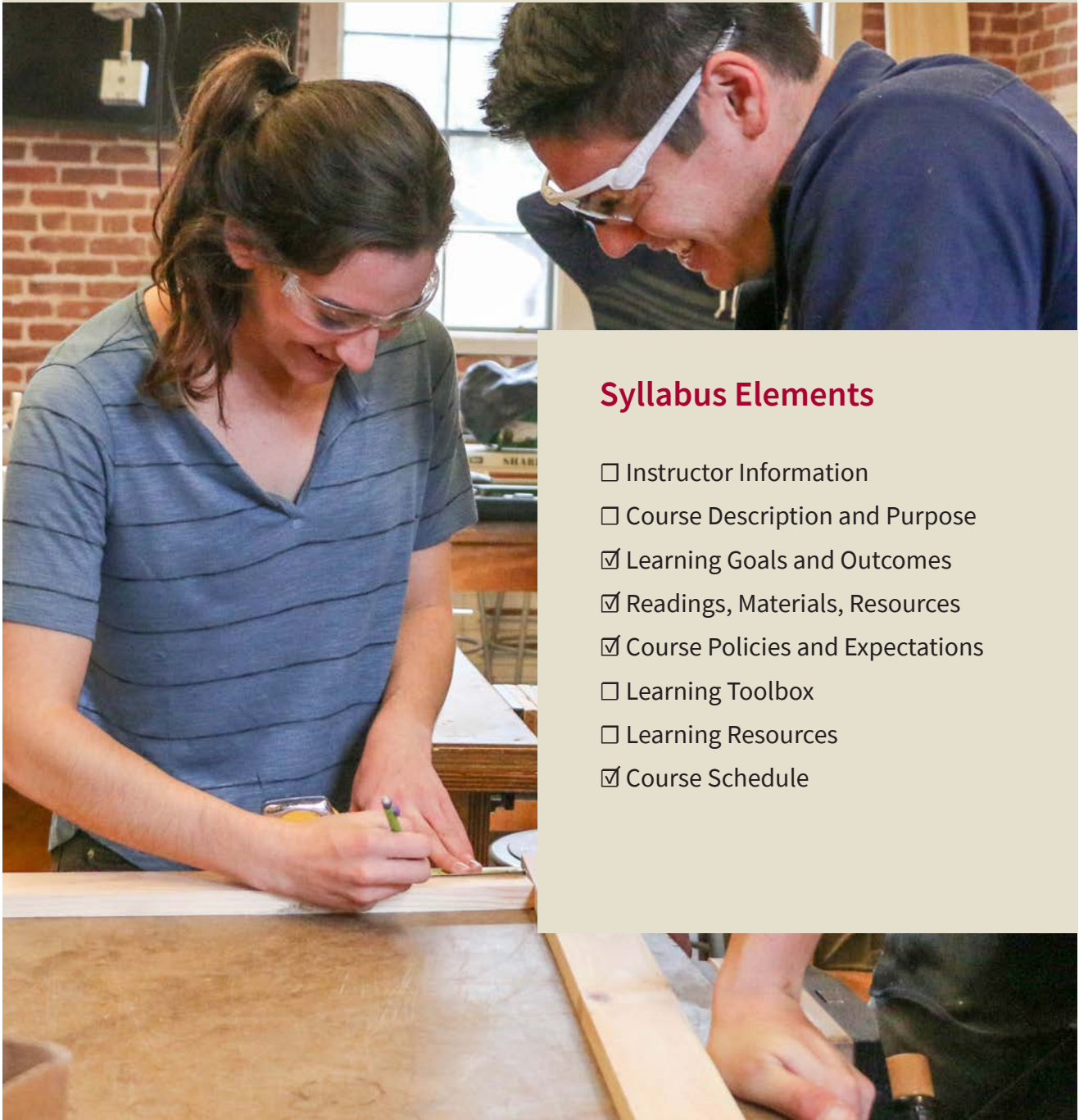
## Syllabus Elements

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# Stanford Principles in Action

Work with your community partner to develop the outline of your Cardinal Course sequence and ensure that the content aligns with the partner's needs. Make sure to have a final check-in with your partner before finalizing the course. Consider the questions below to ensure your Cardinal Course follows the principles of Preparation and Reflection.

**?** ## Preparation

What would be beneficial for students to learn or do before engaging with the community and/or social issue? What resources are available that might deepen student understanding of the context surrounding your community engagement initiative?

**?** ## Reflection

When, where, and how will you incorporate reflection opportunities into your experience? Please refer to the chapter entitled Integrated Reflection for detailed guidance.

# Backward Design

The most successful courses are designed by answering the following questions first:

- What knowledge, skills, and attitudes will students learn?
- What will they *remember* next quarter or next year?

In other words, strong courses *begin* with clearly articulated learning goals. Using this framework will ensure that the goals will be threaded throughout the course. The goals provide unifying themes and context for the material covered. These chosen goals define the skills embedded in assignments, making each more authentic. This course design process helps identify and distill the content most relevant to students' learning.

## Backward Design Process[5]

**1.** Identify Desired Results

BIG IDEAS AND SKILLS

**2.** Determine Acceptable Evidence

CULMINATING ASSESSMENT TASK

**3.** Plan Learning Experiences and Instruction

LEARNING EVENTS

5. Diagram based on image from Wiggins, G.P., & McTighe, J. (2005). *Understanding by Design*. Association for Supervision & Curriculum Development.

# Developing Learning Goals

## Learning Goals: A Definition

Learning goals are specific, measurable statements of what students will be able to do at the end of your course. Well-written learning goals use concrete action verbs to specify a measurable, observable performance, such as:[6]

| | | | | | | |
|---|---|---|---|---|---|---|
| Adapt | Classify | Contrast | Design | Illustrate | Model | Refine |
| Apply | Collaborate | Critique | Distinguish | Infer | Notice | Select |
| Build | Compare | Debate | Evaluate | Interpret | Propose | Share |
| Challenge | Construct | Defend | Explain | Measure | Relate | Systematize |

## Community Engaged Learning Goals

It is useful to work with community partners when designing community engaged learning goals. Existing learning goals for the course may change slightly or a new goal might emerge, such as students applying newly acquired knowledge in a community setting. Certain content areas may need to be emphasized, added, or deleted to ensure that students are able to meet the community partner's needs. Below are some illustrative examples aligned with DCELs' thematic areas.[7]

### Education

At the successful completion of the course, students will be able to integrate data from field notes, classroom observations, and student interviews in their academic writing.

### Health

At the successful completion of the course, students will be able to identify and evaluate promising practices that our community partner uses to create a comprehensive approach to community development and health.

### Engineering

At the successful completion of the course, students will be able to use empathy and cultural awareness to translate a partner organization's need into a prototype solution.

### Human Rights

At the successful completion of the course, students will be able to analyze the complicated processes around the movement of refugees to Lebanon and elsewhere in the Middle East.

### Environmental Sustainability

At the successful completion of the course, students will be able to describe the importance of interdisciplinary exchange, and explain the difficulties associated with a meaningful integration of different perspectives and opinions.

### Identity

At the successful completion of the course, students will be able to assess contemporary issues in housing policy from a housing justice perspective.

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6. Adapted from VPTL's *Writing Effective Learning Goals* document. 2016.
7. Reprinted from *Designing Community-based Courses* (2012), a faculty toolkit produced by the CalCorps Public Service Center.

# Guiding Questions

Answering the questions below might help formulate learning goals that build the knowledge, skills, values, and attitudes students will learn in your Cardinal Course.

**?** ## Ways of Thinking

What are the most important ideas that students will understand after taking this course (theories, approaches, perspectives, and other broad themes in your field)?

**?** ## Factual knowledge

What information do you want students to know after taking this course (facts, definitions, terms, and other types of core knowledge)?

**?** ## Skills

What are the most important skills that students will develop in this course (laboratory skills, problem-solving skills, creative skills, writing skills, analytical skills, etc.)?

**?** ## Values/ Meaning

What attitudes or values will students develop or self-analyze as a result of this course (love for the subject, a critical and questioning stance toward texts, an appreciation of cultural differences)?

**?** ## Other

Are there other areas you want students to explore?

# Write Your Own Cardinal Courses Learning Goals

Remember to use **action verbs** and keep the community setting in mind.

# Learning Goals: A Checklist

Once you have refined the Learning Goals for your Cardinal Course, use this checklist to make sure they meet the following criteria:[8]

☐      Do the learning goals identify what students will know and be able to do?

☐      How will students think as a result of your class activities?

☐      Do the chosen verbs in your goals have a measurable and clear meaning?

☐      Is it clear how you will assess student achievement of the learning goals? In other words, are they measurable?

8. Adapted from VPTL's *Writing Effective Learning Goals* document. 2016.

# Connecting Goals with Skills and Content

*Aligning content, assignments, and in-class planning with your goals*

Once you have thought through each goal, map out your Cardinal Course so that it moves the students toward the overarching goals of your course. The following page contains a chart you may find helpful for this process. You may duplicate this page to accommodate all learning goals you have created. Use this table to connect your goal to Cardinal Courses elements.

| **Learning Goal:** | | |
|---|---|---|
| **Content** | In light of your goals, what themes would make sense? What readings further the goals? (topic, themes, readings, chapters of textbook.) | |
| **Activities** | What kind of in-class activities, assignments, reviews, breakout sessions, etc. will further your particular goals? | |
| **Community Engagement** | What type of community engagement would be most helpful for your students to achieve the learning goals (guest speakers, interviews, research projects for partners, direct service, etc.)? Which of Stanford's Pathways of Public Service and Civic Engagement will students explore? | |
| **Assignments** | What kind of assignment would offer the students the practice they need in order to achieve the goals? How will you give them feedback throughout the course? How does their community engagement experience help them achieve the goals? | |
| **Assessment** | How will you know that your students achieved the goals of the course? What kind of assessment will best document whether your students achieved the learning goals? How do you give them feedback on their progress? Are community partners going to help in assessing student performance and development? How? | |

# Notes

# Developing and Maintaining Community Partnerships

*Ensuring Reciprocity and Sustainability*

## Introduction

"The theoretical basis of faculty community engagement efforts is that the learning process is a learner-centered approach that is jointly constructed by students, community members, and faculty members. The learning is viewed from a complex lens that takes into account the importance of meaning, context, students, community members, and faculty members.

Ideally, the learning is a democratic learner-centered approach in which students work in collaboration with each other, community members and their instructors."[9]



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9. Tucker et al. (2013). Principles of Sustained Partnerships between Higher Education and their Larger Communities. *International Journal for Service Learning in Engineering*. Special Edition, 48-63.

# Learning through Partnerships

Cardinal Courses address a social problem or societal need through community-based experiences. They produce reciprocal benefits for students, faculty, and community partners.

## Reciprocity

*Reciprocity* refers to the practice of exchanging things or ideas with others for mutual benefit. In the context of community engaged learning, reciprocity also requires parallel participation and equitable voice of all participants.

Having a positive and ongoing relationship with your community partner is essential for a successful Cardinal Course. Finding a suitable partner and establishing a dialogue are good first steps. It is also important to:

- Manage and maintain your collaboration with your partner
- Adjust projects during a course if necessary
- Design new partnerships when partner goals are met
- Collect feedback to evaluate impact and the general quality of your partnership

| DEGREE OF RECIPROCITY | |
| --- | --- |
| **None** | • Only one partner benefits<br>• One of the partners holds all or most of the power in the relationship<br>• "Voice" is limited to one partner |
| **Moderate** | • All parties benefit<br>• Power is asymmetrical<br>• A few have "voice," but not all and not equitably |
| **Full** | • Everyone benefits and contributes<br>• Power is symmetrical<br>• All participants have an equitable voice |

In a program with reciprocal benefits, both partners approach the engagement with the following in mind:

- The program will leverage assets on both sides
- The program will be conducted with the other partner
- Knowledge will flow bi-directionally
- Knowledge will be co-created with shared authority
- The university will be considered as part of an ecosystem of knowledge production
- Community change will result from the co-creation of knowledge

As you work with partners, consider the history and elements of power and privilege. You may want to think about these things in the context of equity rather than equality.[10]



**Equality** doesn't mean **Equity**
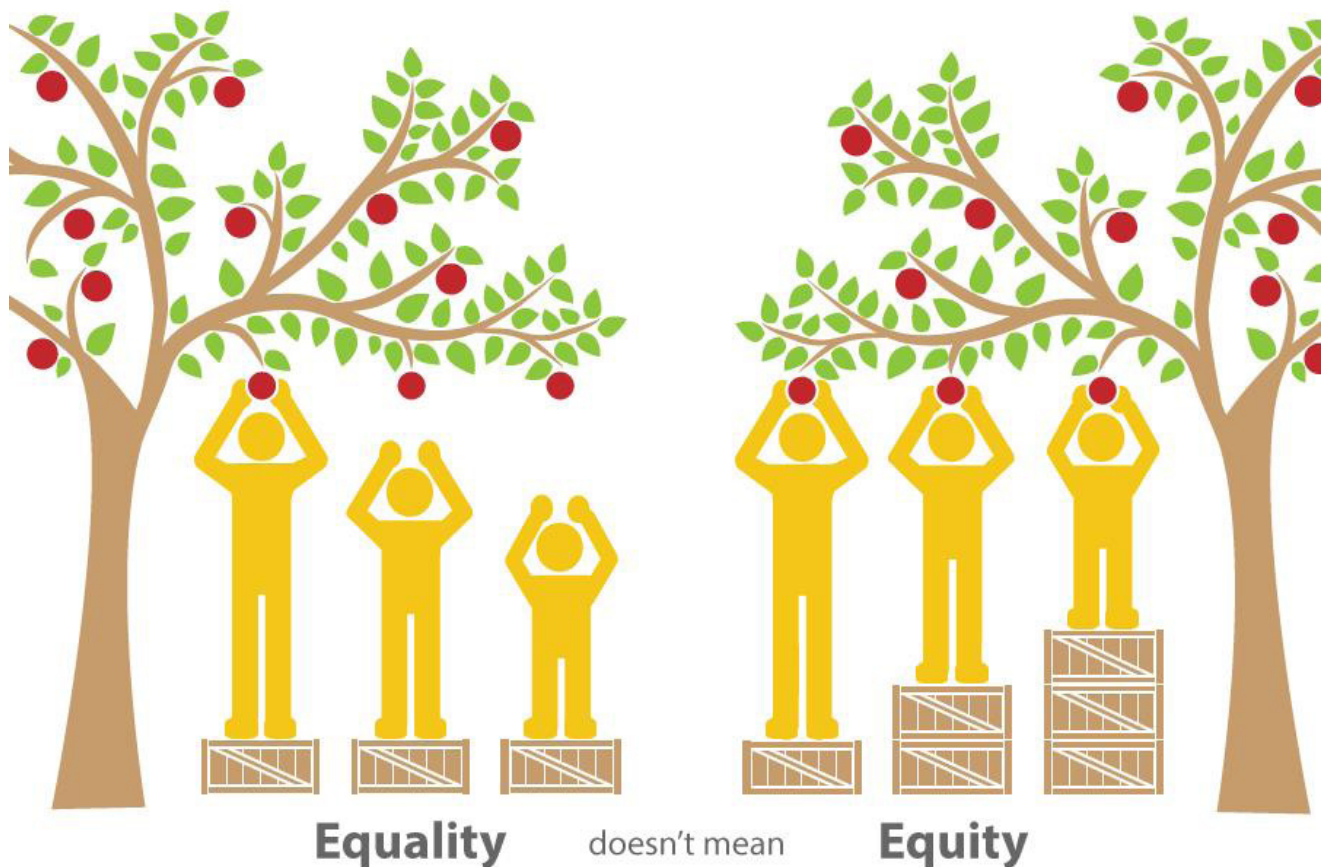
10. Reprinted from "MedEq: Equity vs. Equality" - https://www.emedeq.org/equity-vs-equality/

**?** **Clarifying and Fulfilling Expectations and Commitments**

What are your community partners' expectations; how will you determine your community partners' needs and interests and share your own? How will you establish clear lines of ongoing communication with your community partners?

**?** **Humility**

How will you prepare yourself and your team to be respectful in service experiences?

**?** **Evaluation**

How will you measure success? What method(s) and/or tool(s) will you utilize to collect feedback and evaluate impact?

# Principles of Partnerships

Here are some guidelines to consider as you work to develop a collaborative partnership.[11]

## 1. Treat community experts as co-educators.

- Include partners in the planning, implementation, and evaluation processes.
- Seek their feedback.
- If relevant, invite them to speak to your class or present on campus.
- Share the syllabus with your community partner.
- Consider their expertise.

## 2. Agree upon values, goals, and measurable outcomes.

- Identify and collaborate on values, goals, strengths, weaknesses, and priorities.
- Maintain these agreements by keeping track of progress and revisiting them.
- Understand the cultural values and beliefs of the community being served.

## 3. Develop relationships of mutual trust, respect, authenticity, and commitment.

- Acknowledge preconceptions on the side of both partners in order to begin the process of developing trust and respect.
- Build upon strengths and assets and also address needs.

## 4. Commit to clear, honest, ongoing communication.

- Set clear methods and timelines for continuous communication.
- Meet in person, if possible.
- Make sure you understand each other's "languages" by asking clarifying questions.
- Set up methods for providing feedback.
- Discuss time, costs, and resources needed to commit to the project.
- Discuss needs and goals and how they are compatible.
- Outline preparation needs.
- Draft a written agreement (see MOU later in this chapter).

## 5. Be aware and respectful of differing schedules.

- Keep in mind and share the unique rhythm of the academic term, including scheduled breaks, and class schedules.
- Inquire and incorporate in the syllabus partner schedules, holidays, and programming.

11. Adapted from CCPH Board of Directors. Position Statement on Authentic Partnerships. Community-Campus Partnerships for Health, 2013 Retrieved from https://ccph.memberclicks.net/principles-of-partnership

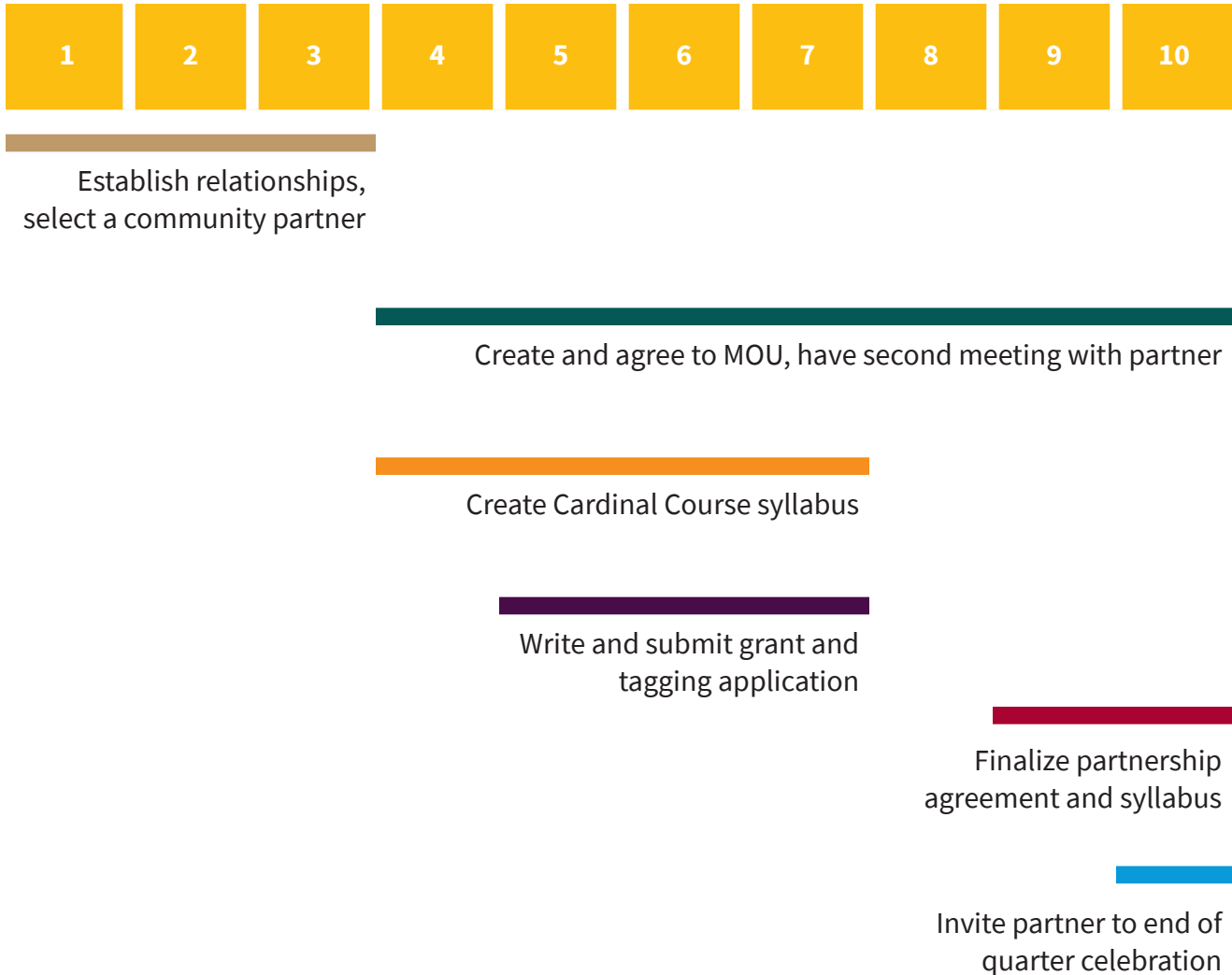## 6. Help your partner organization connect to Stanford University beyond the scope of the course.

- Service4All listserv - email internships and volunteer opportunities to a community interested in service - https://mailman.stanford.edu/mailman/listinfo/service4all

- Cardinal Careers - connect with Haas Center staff supporting students to find public service jobs - https://haas.stanford.edu/students/cardinal-careers

- Cardinal Quarter - post full time, quarter long opportunities - https://haas.stanford.edu/students/cardinal-quarter

- Handshake - post jobs, internships, and volunteer opportunities - https://stanford.joinhandshake.com/

- Service fairs:
  - EdCareers - Graduate School of Education event website - https://edcareers.stanford.edu/
  - BEAM  - Stanford Career Center - https://beam.stanford.edu/students/undergraduates-masters-co-terms/career-fairs

# Establishing Collaborative Relationships with Community Partners

## Planning Your Partnership and Course: A Timeline

As you read through this section, the chart below may help you to plan your Cardinal Course. Note: You will find similar charts in the subsequent sections of this workbook, all aimed at helping you plan, design, and deliver your Cardinal Course.[12]

### Tasks by Week (quarter prior to teaching Cardinal Course)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Establish relationships, select a community partner

Create and agree to MOU, have second meeting with partner

Create Cardinal Course syllabus

Write and submit grant and tagging application

Finalize partnership agreement and syllabus

Invite partner to end of quarter celebration

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12. Adapted from "Finding a Community Partner" https://haas.stanford.edu/sites/default/files/finding_a_community_partner_tip_sheet.pdf

## Identifying Partners

Using the Learning Goals you have developed for your Cardinal Course, start your search for a suitable community partner:

### Network: Reach out to your own network

- Research partners
- Previous volunteer experiences
- Other faculty engaged in this work
- Boards you are on
- Stanford Alumni via [www.stanfordalumni.org](www.stanfordalumni.org)
- Ask each contact for other contacts that might be relevant
- Talk with your DCEL and other Cardinal Service groups about previous/ongoing community partners the Haas Center is working with
- **Begin with any known contact** within the organization, even if the person is not in the position to supervise or collaborate with you. If you cannot determine an established connection at an organization, find someone who coordinates volunteers or interns.
- **Consider the number of organizations** you are contacting. Not everyone you contact will be interested in your proposal, so be prepared to call more than one organization. However, you also want to be careful not to contact too many organizations and overcommit.
- **Be responsive to any leads**. It is important to remember that while your schedule is complex and you have many commitments, so does your community partner. Also, remember that you are serving as an ambassador of Stanford University. In general, respond to an organization contact's email within 24 to 48 hours.

### Prepare: Get to know the organizations you are considering

- Identify what you/your class have to offer in terms of knowledge, experience, skills, and interests.
- Do your homework about the organizations you are contacting, study their website and printed materials.
- Understand the communities the organizations serve.
- Visit events hosted by the organizations that interest you.
- Develop a brief "elevator pitch" about yourself and what you would like to do.
- Share syllabus with the organization, if applicable.

## Identify a Potential Partner

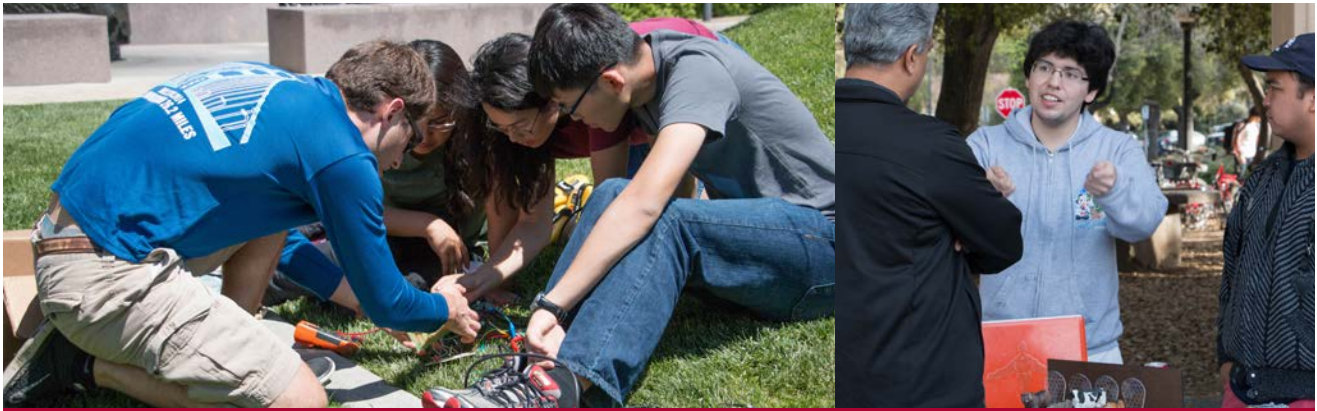Use this section to take notes on potential partners.

### Partner Name:

### Contact:

Contact Email:

Contact Phone:

### Notes about the organization:

### Project ideas (direct service or project-based):

# Introductory Community Partner Meeting

Meetings are most often set if you present times and dates within your first email and propose them for dates two or more weeks away.

Share and discuss the following with a potential community partner:

## Helpful questions to ask of the potential partner:

- What projects are you working on that would be easier to execute with more support?
- What is the focus of your organization this year? Are there overarching goals you are trying to achieve?
- What are some long-term goals for your organization?
- For research related classes – what questions do you want to know the answers to?

## Managing expectations about students:

- Discuss topics such as different levels of professionalism and experience, limitations to and benefits of students' expertise, etc.
- What potential risks to the organization are there to be engaged with an outside entity?
- Stanford's quarter system:
    - A unit of credit is one hour of classroom time plus two hours of out-of-class work per week for 10-12 weeks, or the equivalent amount of other academic activities (lab, internship, practicum, etc.).
    - Students spend 6-8 weeks on a project, depending on partner and start date.

## Deciding on a Community Partner

If you need to make a choice between several possible placements, you should determine the likelihood of your relationship being successful. Choose the organization that seems the best fit.

- Does the organization clearly understand the expectations?
- Are they excited about the work that will be done?
- Is the supervisor/partner interested in supervising or collaborating with you?
- Is the work realistic, substantial, and aligned with your course goals?
- Do they have the data your students will need?
- Is the partner responsive?

Follow up with organizations that you will not be working with to inform them of your choice. Refer them to other instructors or Cardinal Service staff for other opportunities for collaboration. Do this gently.

## Working on the Cardinal Course with Your Partner

Once you have selected a partner, make sure you agree upon expectations, such as the roles you and your partner/s will play, what will be accomplished, and the logistics. Work collaboratively:

- Hold regular check-ins.
- Compromise and be flexible.
- Actively engage with your community partner.
- Refer back to the MOU/goals.

Engage in collaborative community partner reflection and ongoing feedback. The purpose of such work is to gauge partnership satisfaction, reflect on the success of the partnership, refine the course, and build upon the relationship in general.



**Design**
a collaborative project & develop MOU

**Implement**
project & build trust

**Reflect**
on the experience - students, faculty and community partner

**Consider**
learning goals and deliverables met

**Feedback**
collect thoughts, refine and apply revisions

**STEP 1**

## Design a collaborative project

- Outline the information you will need to gathered throughout the quarter.
- Determine deadlines.
- Outline partnership goals.
- Develop MOU.

**STEP 2**

## Implement project and build trust

- Stick to the agreed-upon roles and responsibilities.
- Hold regular check-ins.
- Agree to terms of who is accountable for what. (e.g., students show up on time every time to their community placement site).

**STEP 3**

## Student, faculty and community partner reflection

Please see the Integrated Reflection chapter for more details on student-focused reflection.

- How successful have you found this experience to be?
- How can we adjust the course as we continue to work together? What can we do differently?
- How can the students be better prepared for community engagement?

**STEP 4**

## Consider learning goals and deliverables

- Revisit the MOU to identify if the deliverables were met. If possible, collect information and dates on products and delivered services.
- Document all the products that were collected, such as photos, stories or reports - consider developing a simple free website to archive the projects and make them accessible to the partners and students moving forward.
- Document any social media or news coverage from the project.
- Use excerpts from the final student projects.

**STEP 5**

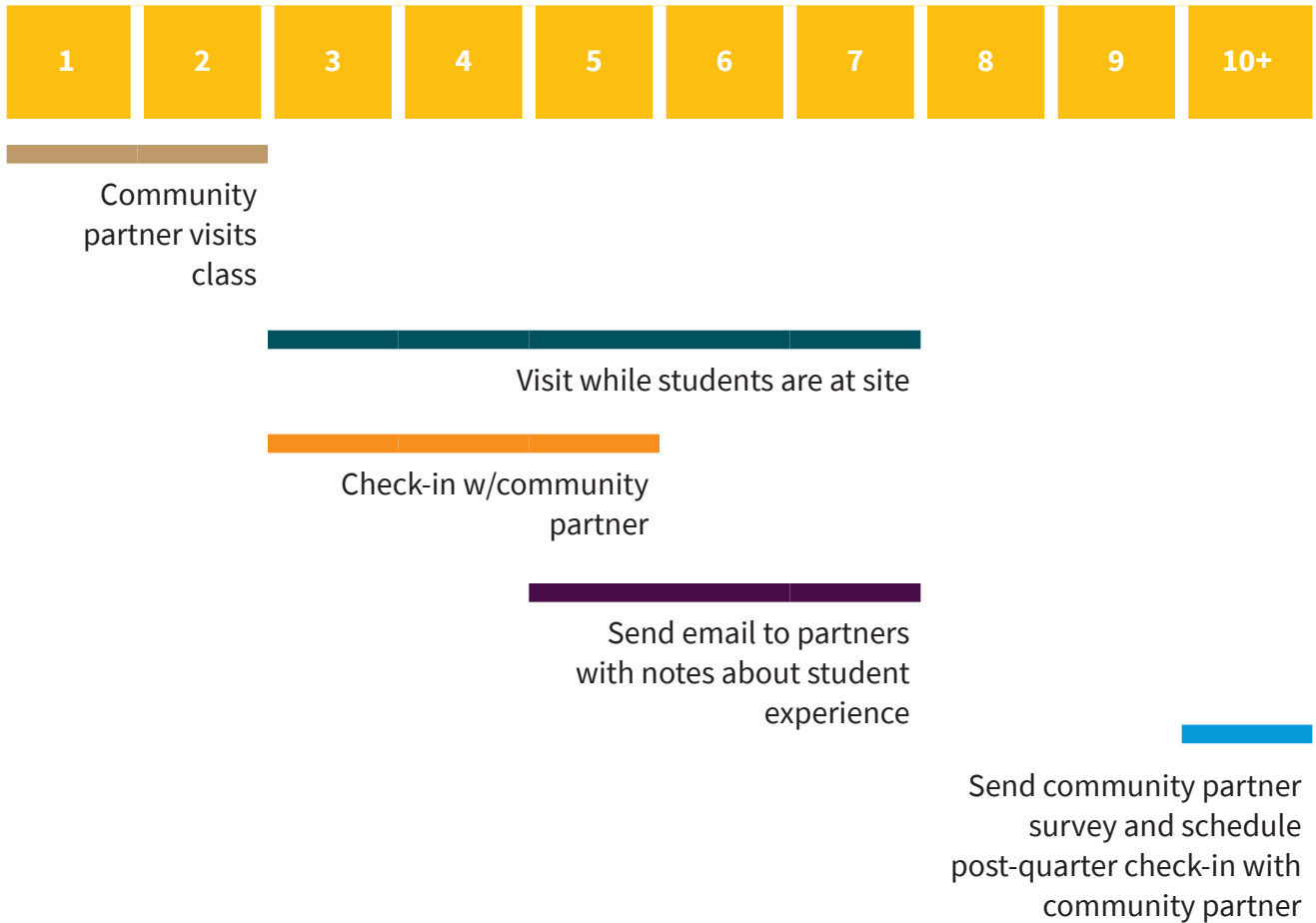## Feedback: Collect thoughts, refine and apply revisions

(Note: the following surveys are required of anyone receiving a Cardinal Course grant)

- Administer the Community Partner Survey - this will be sent to you through the Haas Center for Public Service near the end of the course.
- Administer the Student Survey - this will be sent to you through the Haas Center for Public Service near the end of the course.
- Meet with your community partner and get feedback on their perceptions of the experience/reflect on student experience.
- Discuss with community partner possible adjustments to be made.

# Engaging with Your Community Partner during the Quarter

Looking ahead: This chart maps out engagement with the community partner during the Cardinal Course.

## Task by Week (during the Cardinal Course)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10+ |
|---|---|---|---|---|---|---|---|---|---|

Community partner visits class

Visit while students are at site

Check-in w/community partner

Send email to partners with notes about student experience

Send community partner survey and schedule post-quarter check-in with community partner

# Resources

## Sample Memorandum of Understanding

Note that a *Handshake MOU* refers to an MOU that focuses on outlining expectations and is not legally binding.

**Between:**        Stanford Community Engaged Learning Team (EDUC 177B)

**And:**        East Palo Alto Phoenix Academy (EPAPA)

**Regarding:**        8th-9th Grade Transition Project

### Background

EDUC 177B "Well-Being in Immigrant Children and Youth" is the second part of a three-quarter community engaged learning course, whereby students identify a community-based project related to the well-being of immigrant youth. An integral part of the course includes performing service in the identified community, which in this case involves interviewing 8th and 9th graders at the East Palo Alto Phoenix Academy (EPAPA) to gain a better understanding of students' unique experiences and needs. EPAPA is a grade 7-12 charter school serving a predominantly Latino community, located in a neighborhood with a large immigrant population. The goal is that a deeper understanding will help administrators and staff at EPAPA better prepare students for college and the rest of their lives.

### Partnership Goals

1. To provide insight about the challenges that 8th grade students face during their transition to 9th grade in a school that is dedicated to preparing students for college.
2. Have a better understanding of what the transition from 8th to 9th grade is like by interviewing 8th graders before the transition and 9th graders following the transition.

## Responsibilities

This MOU hereby establishes that EPAPA and the Stanford Community Engaged Learning Team (EDUC 177B: Well-Being of Children and Youth in Immigrant Families) will agree to the following:

### EPAPA Responsibilities:

- ☐ Attend first class session and outline projects
- ☐ Provide a space for three simultaneous interviews to take place and inform the Stanford Team 24 hours in advance
- ☐ Provide a list of 8th and 9th grade students to interview, including their schedules
- ☐ Direct emails to lead Stanford student (example@stanford.edu) and CC all other team members

### Stanford Team Responsibilities:

- ☐ Come prepared with interview materials including handouts, recording devices, list of students who have already been interviewed
- ☐ Maintain proper and healthy communication with EPAPA by providing a schedule for the rest of this quarter and a date to confirm schedule for the following quarter
- ☐ Finish interviews with 8th graders by Monday 2/23 and finish interviews with 9th graders by Monday 3/2
- ☐ Submit a report regarding findings within one month of finishing interviews
- ☐ Direct emails to name (email) and name (email) at EPAPA

### Joint Responsibilities:

- ☐ Adhere to the Stanford Code of Conduct
- ☐ Communicate any changes in schedule at least 24 hours in advance

## Stanford Code of Conduct

Stanford University is an institution dedicated to the pursuit of excellence and facilitation of an environment that fosters this goal. Central to that institutional commitment is the principle of treating each community member fairly and with respect. To encourage such behavior, the University prohibits discrimination and harassment and provides equal opportunities for all community members and applicants regardless of their race, color, religious creed, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status or any other characteristic protected by law.

The Stanford Code of Conduct applies to all students, faculty, staff and others who participate in Stanford programs and activities, including Stanford affiliates providing services to Stanford such as mentors and volunteers, and other third parties, such as contractors, vendors, and visitors. Its application includes Stanford programs and activities both on and off-campus, including overseas programs.

## Terms of Agreement:

This Memorandum of Understanding (MOU) sets forth the terms and understanding between EPAPA and Stanford Community Engaged Learning Team regarding activities related to the current project. In signing this Memorandum of Understanding, all parties acknowledge they will abide by the Code of Conduct described above. This MOU is effective from February 18, *year* through June 6, *year*.

| | |
|---|---|
| Signature<br>First and Last Name<br>Title<br>Partner Organization | Signature<br>First and Last Name<br>Title<br>Partner Organization |
| Signature<br>First and Last Name<br>DCEL – Thematic Area<br>Stanford University<br>Vice Provost for Undergraduate Education | Signature<br>First and Last Name<br>Professor<br>Department<br>Stanford University |
| Signature<br>First and Last Name<br>Undergraduate Student<br>Stanford University | Signature<br>First and Last Name<br>Undergraduate Student<br>Stanford University |

## Template - Memorandum of Understanding

**Between (Stanford Faculty/Group/Class):**

**And (Partner):**

**Regarding (Project Name/Stanford Course):**

**Background:**

**Partnership Goals**

**Goal 1:**

**Goal 2:**

**Goal 3:**

## Evaluation Plan:

How will each partner assess the success of the partnership in terms of student learning, community partner satisfaction, and meeting defined deliverables?

## Responsibilities

This MOU hereby establishes that *Partner* and *Stanford Group/Class* will agree to the following responsibilities associated with *Project Name*:

**Stanford Group / Class Responsibilities:**

**Partner Responsibilities:**

**Joint Responsibilities:**

## Stanford Code of Conduct

Stanford University is an institution dedicated to the pursuit of excellence and facilitation of an environment that fosters this goal. Central to that institutional commitment is the principle of treating each community member fairly and with respect. To encourage such behavior, the University prohibits discrimination and harassment and provides equal opportunities for all community members and applicants regardless of their race, color, religious creed, national origin, ancestry, physical or mental disability, medical condition, marital status, sex, age, sexual orientation, gender identity, veteran status or any other characteristic protected by law.

The Stanford Code of Conduct applies to all students, faculty, staff and others who participate in Stanford programs and activities, including Stanford affiliates providing services to Stanford such as mentors and volunteers, and other third parties, such as contractors, vendors, and visitors. Its application includes Stanford programs and activities both on and off-campus, including overseas programs.

## Terms of Agreement:

This Memorandum of Understanding (MOU) sets forth the terms and understanding between *Partner* and *Stanford Group/Class* regarding activities related to *Project Name*. In signing this Memorandum of Understanding, all parties acknowledge they will abide by the Code of Conduct described above. This MOU is effective from _____ through _____.

_____
Signature
*Partner Lead*

_____
Signature
*Partner Support*

_____
Signature
*DCEL – Thematic Area (if applicable)*

_____
Signature
*Professor*

_____
Signature
*Student*

_____
Signature
*Student*

# Mid- and End-of-quarter Community Partner Check-ins

Below is a list of questions you can use to help guide mid- and end-of-quarter meetings with your community partner.

## General

- Overall, how did things go this quarter?
- What were your major takeaways from the partnership?
- What do you hope to see come out of future partnerships/projects?
- Was the number of student visits your site adequate for the project they were working on?
- How was communication and support with me? My students?
- If this course is taught again next year, what changes or improvements would you like to see in this partnership/program?

## Preparation

- How prepared were students? Were they professional, respectful, punctual, able to think critically, and communicate well? Were they open-minded, humble?
- Would you change anything about the preparation students received?

## Community partnership

- How did students interact with the community? Did you have any challenges or success stories?
- What contributions did students make to your program/clients?
- Was the amount of time you invested in this project worth the results?

## *Preparing Your Students*

For many students, Cardinal Courses are the first opportunity to connect classroom learning with real-world problems. Preparing them thoroughly for such an experience can greatly enhance the benefits both students and community partners reap from these interactions.



### Syllabus Elements

☐ Instructor Information

☑ Course Description and Purpose

☐ Learning Goals and Outcomes

☑ Readings, Materials, Resources

☑ Course Policies and Expectations

☐ Learning Toolbox

☑ Learning Resources

☐ Course Schedule

# Stanford Principles in Action

Note: Please consider these questions both in the context of the student learning experience and your experience as the faculty teaching the course.

**?** ### Preparation

How will you build preparation into your program design? What would be beneficial for you to learn or do before engaging with the community and/or social issue? What resources are available that might deepen your understanding of the context surrounding your service initiative? How has your academic work prepared you for this experience?

**?** ### Respect for Diversity

How do you and your team explore and respect the diversity of your community partners? How do issues of identity, power, and privilege affect your service context and what strategies will you implement to address these?

**?** ### Safety and Wellbeing

What are the particular safety concerns in your service initiative? Have you made plans to mitigate risk?

**?** ### Humility

How will you prepare yourself and your team to be respectful in service experiences? What does humility look like in your service context; how will you demonstrate this?

# Embedding Stanford Principles in Cardinal Courses

At the heart of each Cardinal Course are the *Stanford Principles of Ethical and Effective Service.* Cardinal Courses foster mutually beneficial relationships with partner organizations that enhance student learning, and contribute to the mission of a community partner. Engage students throughout the course in discussions about these principles and incorporate them in your course design. You may use the reflection questions related to each principle at the beginning of each chapter as a springboard for assessing students' understanding of the Principles as well as their work with the community.

## Cardinal Course-specific Details to Include in Syllabi

- Contact information, hours of operation at partner site
- Description of partner organization
- Description of activities students will be involved with
- Schedule of partner site visits
- Project due dates
- Transportation information
  (public transit, amount of time to site from campus, map)
  - If your students will be using only ZipCars or Lyft to get to the community partner site, please include the following language in the syllabus:

    *"Students may use the Haas Center's ZipCar/Lyft account for transportation to do their service. Costs for other forms of travel will not be covered. Students must fill out the ZipCar/Lyft Instructions and Guideline form ahead of time."*
- Stanford University requires all employees and students working with minors to go through a background check process and online training. Schools and other youth-serving organizations may require updated TB tests. They may also require signatures on their own release forms. The DCEL in Education can assist you with such paperwork.
- Some students may not be able to participate in an activity because of a documented disability. Consider possible alternatives, either at the service site or other comparable assignments, should an accommodation be needed.
- Remind students that DCELs/student assistants (CELCs) are available to students as resources.

## Before Placement at the Partner Site

- Introduce students to Stanford Principles of Ethical and Effective Service.
- Include Stanford Principles and their implementation in lesson plans.
- Provide students with cultural preparation and guidelines on interactions with vulnerable populations.
- Remind students about what materials to bring to the partner site, and to wear proper attire (i.e., business casual, no tank tops or shorts).
- Introduce the organization to students and outline the partner's connection to the course.
- Prepare students to work with minors (if relevant to work at site). This can take up to two weeks. Please coordinate with the DCEL for Education.
- Complete any requirements asked of the Haas Center or the community partner.

## While Working at the Partner Site

- Scaffold students' work using your course goals (see table on p. 20).
- Implement reflection activities for students while they are at the partner site.
- Integrate time to reflect and build on the Stanford Principles of Ethical and Effective Service
- Provide feedback and integrate reflections into the class.
- Track student progress to ensure the final product meets learning goals and partner goals.

## Wrap-up at the Partner Site

- At the beginning of the course, invite the community partner to the final presentation or activity.
- Send the community partner a thank you card from students and/or gift.

# Introduction

Reflection is the "intentional consideration of an experience in light of particular learning objectives."[13]

The goal of reflection is to provide ongoing opportunities for students to critically examine their experiences and make connections to course content. It also helps faculty gain insight into student projects and learning.

As you prepare your community engaged learning project, consider how you can develop reflection activities before, during, and after students' service placements.



## Syllabus Elements

☐ Instructor Information
☐ Course Description and Purpose
☐ Learning Goals and Outcomes
☐ Readings, Materials, Resources
☑ Course Policies and Expectations
☐ Learning Toolbox
☐ Learning Resources
☑ Course Schedule

13. Bringle, R. G., Hatcher, J. (1997). Bridging the gap between service and learning. College Teaching. 45(4), 153.

# Stanford Principles in Action

**?**

### Reflection

When, where, and how will you incorporate reflection opportunities into your experience? How will you measure success? What method(s) and/or tools will you utilize to collect feedback and evaluate impact?

## Core Framework for Effective Reflection Activities[14]

Take place inside and/or outside the classroom

Are agreed upon by faculty and community partners

Are integrated throughout the course or project

Are culturally relevant and inclusive

Are appropriate for time and context

Support students in examining their own perspectives and assumptions

**Effective Reflection Activities**

Achieve specific learning outcomes

Both challenge and support students

Intentionally integrate community experience and academic learning

Uncover root causes and complex systems of inequality

Engage all the partners

Foster exploration rather than premature problem solving

14. Adapted from Designing Community-based Courses (2012), produced by the CalCorps Public Service Center. http://publicservice.berkeley.edu/sites/default/files/pdf/Faculty%20Toolkit_brief%20update%20Nov%202015.pdf

# I. Mapping Out Your Reflection Schedule

Below is a chart to help you think through your reflection assignments. We recommend having reflection activities throughout your course; however, filling in each cell is not necessary. It is helpful to also note who will be running each activity and who will provide feedback to students (Faculty, DCEL, CELC, Community Partner).[15]

## Sample Reflection Table

| | BEFORE SERVICE | DURING SERVICE | AFTER SERVICE |
|---|---|---|---|
| **Reflect Alone** | Letter to self (F)<br><br>Goal statement (F)<br><br>FACE Assessment – see page 55 (F) | Reflective journal (CELC)<br><br>Reflection paper (F) | Paper (F)<br><br>Multimedia project (F) |
| **Reflect with Classmates** | Small group discussion on hopes and fears (F/CELC) | Discussion board (F)<br><br>Critical incident analysis (F)<br><br>Small group feedback session (DCEL) | Team presentation (F/CEL-C) |
| **Reflect with Community Partners** | Create learning contract (F)<br><br>Needs assessment (F) | On-site debriefing (CELC) | Presentation to community partner (F/CP) |

15. Adapted from "Creating Your Reflection Map," by J. Eyler, in M. Canada. (2001), *Service Learning: Practical Advice and Models*. San Francisco, CA: Jossey-Bass.

| | BEFORE SERVICE | DURING SERVICE | AFTER SERVICE |
|---|---|---|---|
| **Reflect Alone** | | | |
| **Reflect with Classmates** | | | |
| **Reflect with Community Partners** | | | |

# Reflection Activities

| ACTIVITY TYPE | DESCRIPTION |
|---|---|
| **Case Studies** | Assign case studies to help students think about what to expect from the service project and to plan for the service activity. Use published or instructor-developed case studies based on past community engaged learning projects. |
| **Journals or Blogs** | Ask students to record thoughts, observations, feelings, activities, and questions in a journal throughout the project. The most common form of journaling is the free-form journal. Start the journal early in the project and students should make frequent entries. Explain benefits of journaling to students such as enhancing observational skills, exploring feelings, assessing progress, and enhancing communication skills. Provide feedback by responding to journals, class discussions of issues/questions raised in journals, or further assignments based on journal entries. See resources 2, 3 at the end of this chapter. |
| **Structured Journals** | Use structured journals to direct student attention to important issues/ questions and to connect the service experience to classwork. A structured journal provides prompts to guide the reflective process. Some parts of the journal may focus on affective dimensions while others relate to problem-solving activities. |
| **Team Journal** | Use a team journal to promote interaction between team members on project-related issues and to introduce students to different perspectives on the project. Students can take turns recording shared and individual experiences, reactions and observations, and responses to each other's entries. |
| **Critical Incidents Journal** | Ask students to record a critical incident for each week of the service project. The 'critical incident' refers to events in which a decision was made, a conflict occurred, and a problem resolved. The critical incident journal provides a systematic way for students to communicate problems and challenges around working with the community and with their teams and can thus help in dealing with the affective dimensions of the service experience. |
| **Portfolios** | Ask students to select and organize evidence related to accomplishments and specific learning outcomes in a portfolio. Portfolios can include drafts of documents, analysis of problems/issues, project activities/plans, annotated bibliography. Ask students to organize evidence by learning objectives. |
| **Papers** | Ask students to write an integrative paper on the service project. Journals and other products can serve as the building blocks for developing the final paper. |
| **Discussions** | Encourage formal/informal discussions with teammates, other volunteers and staff to introduce students to different perspectives, and challenge students to think critically about the project. |
| **Presentations** | Ask student(s) to present their service experience and connect it to concepts/theories discussed in class. |
| **Interviews** | Interview students about their service experiences. |
| **Other Resources** | See the Resources section of this chapter. |

# Resources

## Resource 1:

The CELR team is available to facilitate mid-quarter reflection/feedback sessions with students. For more information, please contact [learningincommunity@lists.stanford.edu](mailto:learningincommunity@lists.stanford.edu).

## Resource 2: Bradley's Criteria for Assessing Levels of Reflection

Below is an example of a rubric to assess student learning.[16]

| LEVEL 1 | • Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.<br>• Tends to focus on just one aspect of the situation.<br>• Uses unsupported personal beliefs as frequently as "hard" evidence.<br>• May acknowledge differences of perspective but does not discriminate effectively among them. |
|---|---|
| LEVEL 2 | • Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.<br>• Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult.<br>• Uses both unsupported personal belief and evidence, but is beginning to be able to differentiate between them.<br>• Perceives legitimate differences of viewpoint.<br>• Demonstrates a beginning ability to interpret evidence. |
| LEVEL 3 | • Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.<br>• Perceives conflicting goals among the individuals involved in a situation and recognizes that the differences can be evaluated.<br>• Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.<br>• Makes appropriate judgments based on reasoning and evidence.<br>• Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients' lives. |

16. Jones, S. (2003). *Introduction to Service-Learning Toolkit.* Providence, RI: Campus Compact.

## Resource 3: The FACE Assessment

To prepare oneself to enter a new community partner site.

| | |
|---|---|
| **Facts**<br><br>WHAT YOU KNOW<br><br>(location, people, income level, etc.) | |
| **Assumptions**<br><br>WHAT YOU THINK YOU ARE GETTING INTO<br><br>(stereotypes, rumors, previous experiences, etc.) | |
| **Challenges**<br><br>WHAT YOU WORRY ABOUT ENCOUNTERING<br><br>(danger, confusion, interaction with the community, etc.) | |
| **Expectations**<br><br>WHAT YOU HOPE TO GET FROM THE EXPERIENCE<br><br>(people you will meet, type of service you will do, etc.) | |

## Resource 4: The DEAL Model for Critical Reflection—A Template *Describe, Examine, and Articulate Learning (DEAL)*

Use the following prompts[17] to create a comprehensive reflection piece helping your students detail their community engagement experience and what they learned from it. Note: You may want to pull out specific questions throughout the course to provide to students.

### STEP 1: Describe

Describe your experience objectively. Answer the following prompts:

- What did you do?
- Where did you do it?
- Who were you working with and/or for?
- When did this happen?
- Why did you do it?
- What did you say or communicate?
- Who else was there?
- What did others do? What actions did you or others take?
- Who didn't speak or act?
- What else happened that might be important (e.g., equipment failure, weather-related issues, etc.)

### STEP 2: Examine

Examine your experience within the terms of one of the following four learning outcomes: civic knowledge, civic skills, civic values, or civic motivation. Answer the prompts associated with one of the four learning outcomes listed below.

**Civic Knowledge (Intersection between academic enhancement and civic learning)**

- Did any academic concepts become apparent during this experience?
- Were any academic concepts utilized to reach the goal you were trying to accomplish? How so?
- Did you need to change your approach after new information and experiences were presented to you?
- What do the differences between your textbook and your experience in the community

17. Adapted from: Ash, S. L., Clayton, P. H. & Moses, M. G. (2009). *Learning through critical reflection: A tutorial for service-learning students.* Raleigh, NC: PCH Ventures.

suggest about changes that may be needed in the policies that affect the individuals your partner organization serves?

- How can you or others in the community use what you learned about the course material, and are there any challenges associated with doing so?
- Did this experience differ from your initial expectations? Why or why not?
- How does your civic engagement experience and academic knowledge inform your understanding of systemic causes of the social, political, or civic issue on which you are focused?

## Civic Skills (Intersection between civic learning and personal growth)

- What was the goal you were trying to accomplish?
- Were you able to effectively achieve your goal? Why or why not?
- Which skills did you bring to the experience that helped you meet your goal?
- How did your skills contribute to the diversity of the people with whom you worked? And how did you approach the harnessing of those differences for maximal effectiveness?
- Did you form any new assumptions that required you to change your approach? How so?
- Did you acquire any new skills by having to work to achieve this goal?
- Was this an easy or a difficult task to undertake? Why?
- Did you recruit others to help accomplish your goals or raise awareness of the problem you are actively trying to address? Why or why not? How?

## Civic Values (Intersection between personal growth and civic learning)

- How did your strengths and weaknesses contribute to working towards the goal you were trying to accomplish? What were the positive and negative effects of these personal characteristics?
- What assumptions did you bring? And what new assumptions did you need to form as you undertook this process?
- Did your assumptions about members of the community make your experience more or less successful when accomplishing your objectives?
- Did your personal values regarding civic engagement play a role in helping you to accomplish your goal? How and why or why not?
- What effect did you and this experience have on others?
- In evaluating the plan in light of its benefits and challenges, did you recognize any need for you to change personally? How so?

### Civic Motivation

- Did this experience increase your sense of responsibility for acting on behalf of others?
- Did this experience have any influence on your future educational or career path?
- What personal knowledge and skills did you discover or acquire during this experience that will assist you in your future endeavors in this area?
- Did this experience inspire you to continue a commitment to working with communities?
- What steps have you taken, or do you plan to take, to implement this plan of continued commitment?

## STEP 3: Articulate Learning

Use your responses to the prompts above in both the "Describe" and "Examine" sections of this reflection template to create a thoughtful essay wherein you articulate what you have learned from your civic engagement experience.

Address each of the following questions in your essay:

- What did I learn?
- How did I learn it?
- Why does it matter?
- What might/should be done in light of it?

A sample essay format is as follows:

---

**REFLECTION ESSAY TITLE**

(This should reflect the central focus of what you learned)

**By: Student Name**

**Student Learning Goal Area:**

(This is where you name the outcome area in which you examined your experience: civic knowledge, civic skills, civic values, civic motivation)

**I learned that …**

**I learned this when …**

**This learning matters …**

**In light of this learning …**

---

# Introduction

**Assessment** is the systematic collection of information about student learning in order to inform decisions that affect student learning.[18]

**Evaluation** solicits feedback on courses. There are three evaluations used at Stanford for Cardinal Courses:

- Course Evaluation provided by the Vice Provost for Teaching and Learning
- Cardinal Courses Student Survey
- Community Partner Survey



## Syllabus Elements

☐ Instructor Information
☐ Course Description and Purpose
☑ Learning Goals and Outcomes
☐ Readings, Materials, Resources
☑ Course Policies and Expectations
☐ Learning Toolbox
☐ Learning Resources
☑ Course Schedule

18. Walvoord, B.E. (2010). *Assessment clear and simple: A practical guide for institutions, departments and general education*. San Francisco, CA: Jossey-Bass.

**?** ### Incorporating Evaluation

How will you measure student success? What method(s) and/or tools will you utilize to collect feedback and evaluate impact?

# Assessment: Measuring Student Learning

Assessment measures how well students are progressing toward meeting learning goals. Once you have addressed a learning goal in your course with relevant content, activities, and assignments, it is time to measure how well students are achieving each community-engaged goal. If the assessment results are not to your satisfaction, you may revise course content and re-measure student progress.[19]

## Types of Assessments

*Summative assessments* are graded course activities (tests, quizzes, essays, etc.).

*Formative assessment* is a process that uses informal assessment strategies to gather information on student learning and provides feedback to students. Teachers determine what students understand and what they still need to learn to master a goal. The information gathered is not graded. Descriptive feedback may accompany a formative assessment to let students know whether they have mastered a goal.

## Strategies for Designing Effective Assessments

### Summative Assessments

Design a variety of questions (multiple-choice, fill in the blank, short answer, matching, essay) that relate to the learning goals of the course. Develop and use a rubric which helps with grading consistency, clarifies expectations, and provides effective feedback.

### Rubric Development Guidelines

1. Choose an assignment for your course.
2. Outline the objectively measurable elements to be assessed.
3. Create a range for performance quality under each element, such as "excellent," "good," "unsatisfactory."
4. Add objective indicators that qualify each level of performance.
5. Assign a numerical scale to each level.

### Formative Assessments

Rather than asking, "Do you understand?" or "Are there any questions?" formative assessments may solicit students at the end of the class period to write down the most important points or the most confusing aspect of a lecture. You may solicit a show of hands to gauge the understanding level of students, or have students "teach a friend" in class a new concept learned that day and provide each other peer assessments.

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19. Borrowed from https://cte.cornell.edu/teaching-ideas/assessing-student-learning/measuring-student-learning.html

**?** **What summative assessments are you considering for your Cardinal Course?**


**?** **What formative assessments are you considering for your Cardinal Course?**

# Evaluation

Course evaluations, administered by VPTL, gather feedback from students on courses. Cardinal Courses have two additional evaluation tools: the Partner Survey and the Student Survey. Data from these tools can assist faculty to measure the impact of service learning and plan for the future.

## VPTL's Course Evaluation

Toward the end of each quarter, set up your course evaluation questions online, some of which are customizable. On the site, select "Other" to specify course elements not on the list provided. If "Other" is selected, you may enter the description(s) of up to five "Other" course elements. Each one will count as a course element. To evaluate Cardinal Courses, consider adding the elements marked in blue below.

### Options provided:

☐ Readings
☐ Field trips
☐ Group project
☐ In-class breakout groups
☐ Labs
☐ Online class meetings
☐ Discussion sections
☐ Final project
☐ Guest speakers
☐ In-class discussions
☐ Lectures
☐ Oral presentations
☐ Problem sets
☐ Community engaged learning component
☐ Syllabus

☐ Textbook
☐ Website
☐ Writing assignments
☐ Other (write in the following applicable elements)
    ☐ Visits to community partner(s)
    ☐ Engagement with a community partner
    ☐ Reflection exercises
☐ Online writing exercises
☐ Voice recordings
☐ Group work activities
☐ Video listening assignments

### Additional Questions

The evaluation form has space for three additional questions. We encourage you to consider adding questions related to the community engaged learning element of your course.

# Resources

## 1. Sample Assessment Tools for Student Work

| TOOL | PURPOSE | DESCRIPTION |
|------|---------|-------------|
| Blogs | To assess learning goals – did your students gain the skills defined in the goals? Create a product for a community partner? Add to the field? | Students complete blogs about their experience, on a subject of relevance, for a community partner. |
| Case Studies | To identify how students learn through Community Engaged Learning and the impact on community partners. | Empirical inquiry that investigates an issue in depth within a real life context. |
| In-class Discussions | To allows for flexible, brief, easy, and meaningful dialogue with groups of people with a common focus. | Qualitative, small group discussion that is facilitated by a moderator focused around getting participants' insights, opinions, beliefs, and attitudes. It allows participants to build off each other's thoughts and ideas. |
| Interviews | To engage in a one-on-one conversation with the aim of understanding the perspective and meanings of a specific topic within a specific context, such as an individual participant's insights, opinions, beliefs, and attitudes. | Phone calls with students, one-on-one or small group discussion. |
| Observations | To leverage a systematic way to describe events and behaviors in a social setting, in order to see what is happening at a placement and compare it to reflections and testimonials. | The action or process of describing something or someone thoughtfully and carefully in order to get new information—for example, watching and noting what is happening at a partner site. |
| Peer Review | To provide a way for students to give feedback to each other and the faculty member about the process of group work with community partners. | A review of work by one or more people in a peer group, such as a survey, written assignment, or one-on-one conversations based on a set rubric or metric. |
| Student Reflections | To provide a tool for students to assign meaning to their community engaged learning experiences, and to evaluate learning goals. To understand what students learned and experienced and how they are tying their experience to the classroom experience. | Reflection is the "intentional consideration of an experience in light of particular learning objectives."[20] Reflection activities can be completed individually or in groups, in writing or through discussion, in class and at the community placement. |
| Testimonials | To collect stories that will help recruit students, communicate with funders and departments, encourage other prospective partners. | Gather stories and quotes from community partner(s), or students about their experiences, the impact of the project(s), and the work they did. |
| Final Projects | To assess to what extent a student met a learning goal. | An artifact that meets a community partner's expectations. |

20. Hatcher and Bringle (1997) Reflection: Connecting Service to Academic Learning

## Sample rubrics

### Multimedia presentation:

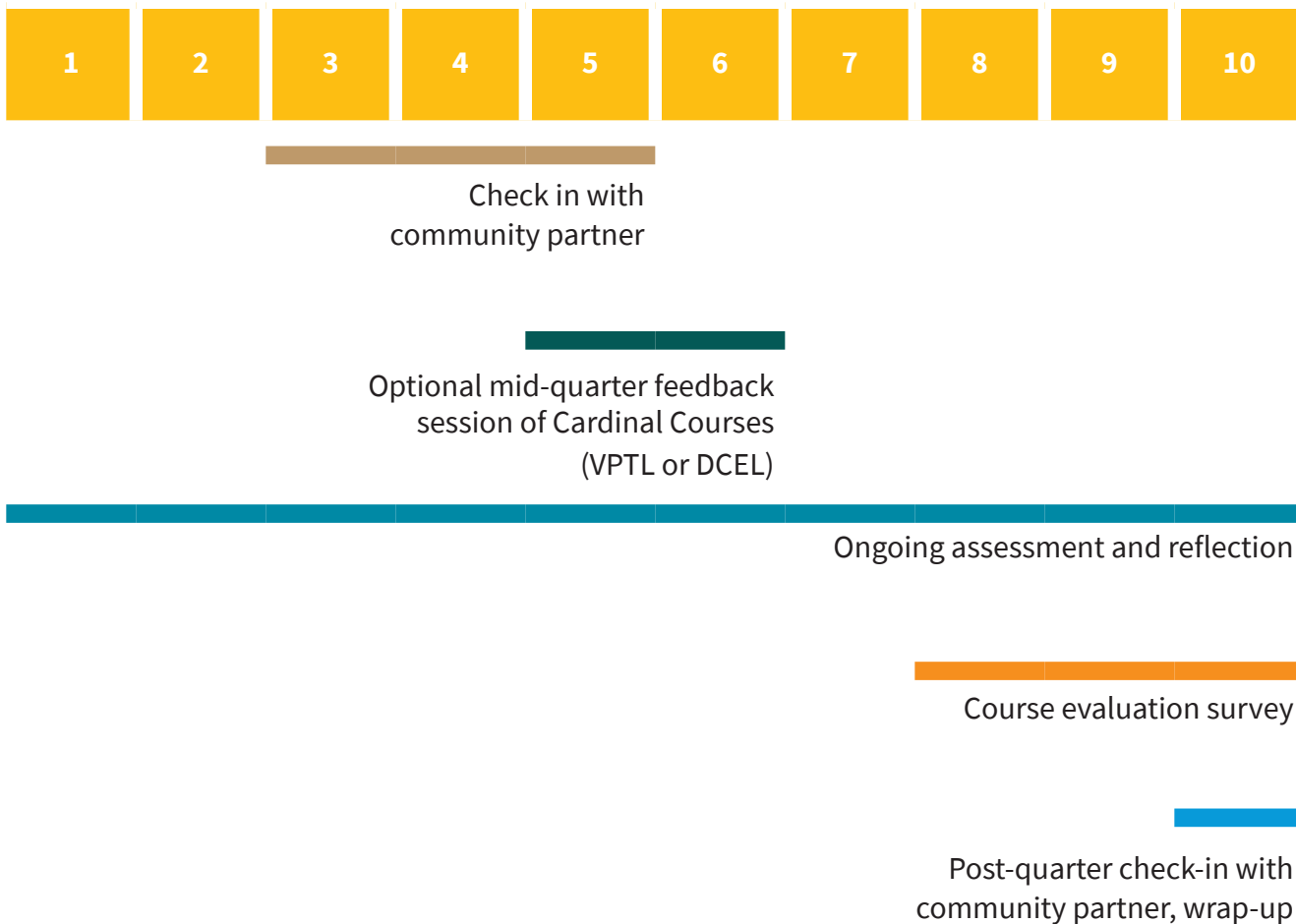http://www.uen.org/cmap/courses/CMap/files/LindonProject/PowerPointRubric.pdf

### Final paper for a community-engaged learning course:

https://assessment.trinity.duke.edu/sites/assessment.trinity.duke.edu/files/page-attachments/SLAssessmentRubric.pdf

## Timeline

The highlighted sections on the chart are the recommended timeframes for specific activities in a 10-week quarter. For example, reflection, as an assessment tool, can happen at any point in the quarter based on your needs.

### Tasks by Week (During Cardinal Course)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Check in with
community partner

Optional mid-quarter feedback
session of Cardinal Courses
(VPTL or DCEL)

Ongoing assessment and reflection

Course evaluation survey

Post-quarter check-in with
community partner, wrap-up

## Cardinal Courses Student Survey

Please contact the Cardinal Courses Program Manager for the most recent survey.

## Community Partner Survey

Please contact the Cardinal Courses Program Manager for the most recent survey.

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## Thematic Resources

Suggested bibliography and resources by community engagement competency areas:

https://stanford.box.com/s/sl33kh1flc59fcrej4fgvtk7xtxtaurv

### Education

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## Engineering

International Journal For Service Learning in Engineering (Web) http://library.queensu.ca/ojs/index.php/ijsle/index

## Environmental Sustainability

For a list of articles please view our Box file on Environmental Sustainability Articles:
https://stanford.box.com/s/a7qg46jy2ex0v2dgufg8k4lg6d7i2odp

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# Other Resources

## National Science Foundation – Broader Impacts

If you apply for National Science Foundation (NSF) grants for your research, you are likely familiar with the Broader Impacts (BI) criterion. In the past, NSF was less strict about how grant applications addressed BI. Recently, however, there has been a push for more rigorous BI activities as a part of research grants.

For more information, visit the website of the National Alliance for Broader Impacts, a group that focuses on clarifying the types of activities that qualify as BI and supports Principal Investigators in developing and implementing their BI projects, among other objectives (http://broaderimpacts.net).

Cardinal Courses can definitely qualify for the Broader Impacts criterion of NSF grants, especially if your teaching is tied to your research area. Additionally, Cardinal Courses can serve as an opportunity to pilot partnerships with local organizations and stakeholders, which could feed back into your research program, strengthening the BI component of any grant while also advancing your research.

Cardinal Courses are part of Cardinal Service, a university-wide initiative to elevate and expand service as a distinctive feature of a Stanford education.

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