COMPILATION OF

STUDENT ENGAGEMENT CURRICULUM ACTIVITIES

AT EDGEWOOD COLLEGE

Prepared by Professor Denis Collins

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Research has shown that students learn more when they are actively engaged with the subject material, apply theoretical concepts to practical problems, and experience the concept in the broader community.[1] For the purposes of this collection, I am using the following five student engagement categories[2]:

(1) <u>Self-Reflection Learning</u>: Students examine course concepts based on previous experiences
(2) <u>Group Process Learning</u>: Students engaged in group work with clear purse and well-designed process
(3) <u>Experiential Learning</u>: Students directly experience something new and then reflect
(4) <u>Multidisciplinary Learning</u>: Students examine course concepts from a variety of academic disciplines
(5) <u>Service Learning</u>: Students learn about, or apply, course material in the local community and reflect on their actions.

These categories overlap. For instance, a service learning activity could apply a multidisciplinary perspective to a community issue and require student reflection.

This report provides examples of student engagement activities conducted by Edgewood College faculty who participated in the 2005-2006 Engaged Fellows Program.

Each student engagement activity is summarized according to learning objective, activity, type of engagement, concepts being taught, professor, course, description of activity, and additional keywords.

The examples have been grouped according to the length of time associated with the activity.

Our hope is that other Edgewood College professors will consider adopting or modifying these examples for their own courses, contact the listed professors to find out more about these activities, and help us improve them.

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[1] Justin D. Baer, Andrea L. Cook & Stephanie Baldi, *The Literacy of America's College Students,* American Institutes for Research, January 2006; Janet Eyler & Dwight E. Giles, 1999, *Where's the Learning in Service-Learning,* San Francisco, CA: Jossey-Bass.
[2] Stephen Bowen, "Engaged Learning: Are We All on the Same Page?, *AAC&U,* Winter 2005, pp. 4-7.

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The Political Process

Learning Objective: Increase awareness about national political issues and the political process.

Length of Activity: Homework assignment

Activity: Watch CSPAN and reflect on observations.

Type of Engagement: Experiential Learning, Self-Reflection

Concepts Being Taught: Political Process, Public Policy

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business

Description of Activity: Every day CSPAN and CSPAN2 broadcast sessions from the Senate and House of Representatives, either the entire body, committee hearings, conferences, or individual speeches. Students watch a session for 60 minutes and observe the politicians at work. Watching academics or pundits talk about politicians does not count, they must watch real politicians in action. Students write a two-page essay, single-spaced but double-space between paragraphs, answering the following: What did you watch? What issues were explored? What did you think about the way the politicians addressed the issue? Did you agree or disagree with the politicians? Why?

Additional Keywords: Politics

Ethical Dilemmas at Work Movie

Learning Objective: Increase awareness about work-related ethical dilemmas.

Activity: Watch Hollywood movie and reflect on observations.

Length of Activity: Homework assignment

Type of Engagement: Experiential Learning, Self-Reflection

Concepts Being Taught: Business Ethics

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business

Description of Activity: Many theatrical releases raise ethical issues related to business. Students watch a movie in the theater or on video/DVD that dramatizes an ethical dilemma that might be experienced at work. Students write a two-page essay, single-spaced but double-space between paragraphs, answering the following: What ethical issues appeared in the movie? Who did what, or didn't do what, and why? What ethical theory was supported or violated? What moral judgments were evident in the movie? Do you agree or disagree with them? Why? What would be your ideal resolution to the ethical dilemma(s)? Realistically, what is the best outcome that could be achieved given the circumstances? Why?

Additional Keywords: Work

How Does Your Company Experience This

Learning Objective: Understand how course concepts are actually applied by the student's organization.

Activity: Describe and assess how the organization experiences the concept

Length of Activity: Homework assignments integrated into class discussions

Type of Engagement: Self-Reflection

Concepts Being Taught: Teams, Communication, Problem Solving, Change, Organizational Politics, Leadership, and Motivation

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 603: Organization Behavior and Development

Description of Activity: Students describe and critically assess how their organization experiences the concept being learned. For example, students learn about teams by examining their best and worst team experience in terms of type of team, team size, team-member roles, types of problem behaviors, and guidelines for dealing with problem behaviors.

Additional Keywords: Concept Application

<p style="text-align:center">Visual Metaphor</p>

Learning Objective: To provide the teacher/learners with a visual way to analyze or review course content, using the "right" side of the brain to capture elements of a concept.

Activity: Drawing a concept rather than explaining it by using words.

Length of Activity: This activity generally takes 1- 1½ hours, depending on the size of the groups and the number of concepts being addressed.

Type of Engagement: Group Process, Self-Reflection

Concepts Being Taught: Whatever concepts the course professor wants the students to analyze, that is, "take apart" in such a way that the elements of the concept are understood in depth.

Professor: Cathy Andrews, School of Nursing, candrews@edgewood.edu, x2841

Course: NRS 310: Professional Nursing: Adult Health

Description of Activity: Students work together to draw and create a metaphor that captures the elements of a course concept (such as how antigens and antibodies work and are related to each other) either on large easel paper, regular paper, or a transparency that can be projected. The group then explains their creation to the class, which teaches key ideas in a unique way.

I've used this strategy in the classroom to review concepts at the end of a "unit" as well as when I want to engage students with information they've heard in previous courses.

Purpose of Life Essay

Learning Objective: Articulate a purpose in life based on personal experiences and reflections.

Activity: Compose an essay in response to questions

Length of Activity: Homework assignment and 30 minute class discussion

Type of Engagement: Self-Reflection

Concepts Being Taught: Business Ethics

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business

Description of Activity: Every day we recreate ourselves, though we tend to be a lot like the person we were the previous day. Students compose an eight to twelve page "Purposes in Life" essay articulating their values and purposes in life based on their life experiences prior to taking this class and as a result of experiences they had during this class.

Students provide three characteristics that describe who they are, their response to an injustice, and whether people at work uphold or violate the five Dominican values of truth, justice, compassion, partnership and community. They also summarize their responses to ethical dilemmas examined in class and other community issues. Based on this information they develop a purpose in life statement and how they will fulfill this purpose through their work, career, and family.

Additional Keywords: Personal Values

Environmental Assessment for Organizations

Learning Objective: Understand how the student's organization interacts with the environment and how organization members react to change.

Activity: Assess an organization's environmental performance using "The Natural Step."

Length of Activity: Major homework assignment and one class session

Type of Engagement: Experiential Learning, Service Learning

Concepts Being Taught: Environmental Management

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 603: Organization Behavior and Development

Description of Activity: Students critically assess their organization's interaction with the environment in terms of "The Natural Step" Environmental Management framework. They examine the organization's strengths and weaknesses, recommend a specific change, and engage the key "change agent" to make progress on the issue. Students write a paper documenting their analyses, reflect on the change experience, and present the highlights in class.

Additional Keywords: The Natural Step, Ecology

Is it Ethical?

Learning Objective: To raise student awareness on the ways in which personal information is readily available on the Web.

Activity: Internet research of personal information available on websites

Length of Activity: 30 to 45 minutes

Type of Engagement: Experiential learning

Concepts Being Taught: Ethics, Security & Privacy, Search Engines

Professor: Kathleen M. Kelm, kkelm@edgewood.edu, x3361

Course: CS 150: Introduction to Information Systems

Description of Activity: Students go to the Wisconsin Circuit Court System website and retrieve information about a particular person. Students begin searching information about other people they may know. The stop the students, have them turn off the computer screens, and ask if it is ethical to provide or observe this personal information. Then facilitate a discussion about the ethical use of information.

Additional Keywords: Web, Technology Impact

<h1 align="center">Impact of Technology on Daily Life</h1>

Learning Objective: To raise student awareness on the ways in which computer technology blends into daily life

Activity: Students document every time they 'bump' into a computer during their daily life

Length of Activity: Two days during one week (outside of class); 15 minutes in class

Type of Engagement: Experiential learning, Self Reflection

Concepts Being Taught: Prevalence of Computers, What is a Computer

Professor: Kathleen M. Kelm, kkelm@edgewood.edu, x3361

Course: CS 150: Introduction to Information Systems

Description of Activity: For two different, nonconsecutive days, students document every time they observe or experience a computer. Students submit their lists no less than 6 hours prior to the start of class. Students then pick 20 item experiences, write each one on a separate piece of paper, fold them, and put into a bucket in class.

Each student then picks out a piece of paper from the bucket and draws the item using scented markers on another piece of paper. The drawings are then displayed on a wall. Students try to identify each picture. The professor facilitates a discussion about how much computers "run our lives," the different types of computers that exist, and the impact of electricity on our lives.

This activity accomplishes several tasks: It builds awareness of the impact of computing technology, creates a sense of class togetherness, opens up a discussion on life experiences

Additional Keywords: Technology, Technology Impact

The Cumulative Nature of Natural Selection

Learning Objective: Understand how complex traits such as the human eye can evolve by a cumulative process of natural selection

Activity: Dice game contrasting the number of tosses necessary to get: 1) a suite of numbers simultaneously in one roll (an all-or-nothing model of evolution) versus 2) the same suite of numbers one at a time (similar to the process of cumulative selection).

Length of Activity: 20 minutes

Type of Engagement: Experiential Learning

Concepts Being Taught: Natural Selection, Evolution, Human Traits

Professor: Nicole Kime, Natural Science Department, nkime@edgewood.edu, x3446

Course: Biology 152: General Biology II

Description of Activity: Pairs of students are assigned to one of two groups. Each group gets four dice. Students are instructed as follows:
- Group 1: Place your dice in a row. Roll the group of dice repeatedly until you get the sequence 1-2-3-4. Record how many total rolls are required (each time through the process=4 rolls). Repeat the experiment if time allows.
- Group 2: Place your dice in a row. Roll the dice one at a time. Role die 1: if you get a 1, set it aside. If you don't, roll again. Once you get a one, roll die 2: if you get a 2, set it aside. Etc… Record how many rolls total rolls are required to get the sequence 1-2-3-4. Repeat the experiment if time allows.

Once students have collected the data, compare the results of Group 1 and Group 2. Questions include:
- How many rolls are required in each experiment?
- What aspect of this activity represents mutation?
- Which represents natural selection?
- What is the major difference between the strategies employed by Group 1 and Group 2?
- Compare this activity with the evolution of another complex trait in nature.

Additional Keywords: Cumulative Selection, Mutation

Scientific Ethics: Case Studies

Learning Objective: Awareness of the range of ethical dilemmas that confront scientists in the process of research and dissemination of results.

Activity: Group discussion of National Academy of Sciences ethical dilemma cases

Length of Activity: One to two class periods

Type of Engagement: Group Process

Concepts Being Taught: Scientific Research, Scientific Ethics

Professor: Nicole Kime, Natural Science Department, nkime@edgewood.edu, x3446

Course: Bio 352: Advanced Zoology

Description of Activity: The National Academies book "On Being A Scientist" contains several "case study" illustrations of responsible and ethical scientific conduct. Students work in groups to discuss selected case studies, the ethical dilemmas contained in them, possible solutions, and their opinions about the best possible course of action. Groups present the problems to the rest of the class.

Additional Keywords: Scientific Conduct

But Why?

Learning Objective: Health care students will be able to identify structural (root) causes of problems they are presented with

Activity: Students watch a role play acted out by 3-4 colleagues who are given scripts

Length of Activity: One class period for role play and discussion

Type of Engagement: Experiential Learning

Concepts Being Taught: Health Care, Responsibility, Ethics, Diversity, Multiculturalism,

Professor: Jennifer Kushner, Graduate & Professional Studies, jkushner@edgewood.edu, x3318

Course: Primary Care in Developing Countries

Description of Activity: Three students volunteer to participate in a role play. They are given 2 sets of scripts. One is a white male physician, another is a mother from a local village in a developing country, the other is her child. The rest of the class observes the role play:

First Take . . .
Setting: A room in a rural health clinic somewhere in Africa (Central America, Southeast Asia). The doctor stands by a stool as the mother walks in. The mother does not speak much English. The doctor asks in English "What are you here for? She nods at her child. He points to the stool.   She sits with a young (3-7 year old) child in her lap with him towering above her. The child's foot is wrapped in a dirty cloth. The doctor unwraps it and sees a deep cut, blood, swelling, infection. He says to her, "How did your child get this cut?" She replies "Stepped on glass and metal scraps."   He tells her that she should not let her child play without shoes, and reprimands her for waiting so long to get to a doctor. He treats the injury and sends her on her way.

Second Take . . .
Setting: the same. The doctor comes to the door and greets the mother and child in the local language. He asks why she is here. She says her child has a foot injury. The conversation goes like this:
Doc: How did your child get a cut?
Mother: Stepped on glass and metal.
Doc: BUT WHY was she playing around glass and metal?
Mother: Because we live near a slum and there is nowhere clean to play.
Doc: BUT WHY do you live near a slum?
Mother: Because we can't afford to live elsewhere.
Doc: BUT WHY does your child play barefoot?
Mother: Because I can't afford shoes.

Doc: BUT WHY can you not afford shoes or to live elsewhere?
Mother: Because our people got pushed off our lands . . .(or because I'm a woman without a husband to take care . . .or because I'm from a minority group. . .etc.)
Doc: BUT WHY did it take you so long to bring the child here?
Mother: Because the roads are washed out and I have no transport and I had to walk for three days carrying my child.

After treating the injury and sending the mother on her way, the physician writes a letter to other physicians telling the story and collecting other similar stories. She then compiles them into a document that is sent to local government officials and other relevant parties explaining the effects of poverty, housing shortage, weak transportation infrastructure, etc. on health. The physician submits an article to JAMA or another journal identifying structural issues that impact health and making recommendations that could have significant outcomes (i.e. create a neighborhood park, even in the slums, so kids have somewhere safe and clean to play).

Additional Keywords: Poverty, Gender, Power Dynamics, Change Agent

Role Play a Historical Debate

Learning Objective: Understand the social, political, and educational implications of views on human racial differences.

Activity: Role play scientific figures at a historical meeting on racial differences

Length of Activity: Major homework assignment and 2 hour class simulation

Type of Engagement: Multidisciplinary, Experiential Learning

Concepts Being Taught: Interaction between Biology & Race and Science & Society

Professor: Jim Lorman, Natural Sciences, lorman@edgewood.edu, x6921

Course: NATS 105/107 F5: Introduction to Natural Science

Description of Activity: "Race" is a concept that has roots in the science of biology but has profound social implications. Students are given background information on the biological concept of race as it related to evolutionary theory and assigned a particular key figure in the history of scientific ideas of race since Darwin. Students are given background information on an actual proposed conference on genetics and violence that was cancelled when its critics charged it with a racist agenda and role play the scientific figures to discuss whether the proposed conference should be held.

Additional Keywords: Evolution, Debate, Diversity

Molecule Formation and Interaction

Learning Objective: Understand the difference between covalent and hydrogen bonds and the importance of hydrogen bonding in determining the properties of water

Activity: Students simulate the creation of molecules and interaction among molecules

Length of Activity: 30 minutes

Type of Engagement: Experiential Learning

Concepts Being Taught: Chemical Bonding, Physical Phase Change of Water, Temperature & Heat

Professor: Jim Lorman, Natural Sciences, lorman@edgewood.edu, x6921

Course: NATS 104/105/106/107F5: Introduction to Natural Science

Description of Activity: Each student is assigned to be either a hydrogen atom or an oxygen atom. They simulate the creation of a water molecule and then groups of water molecules bond to simulate what happens when ice forms.

Edgewood Campus Watershed Tour

Learning Objective: Introduce "watershed" and "ecosystem health" concepts

Activity: Observe watershed and ecosystem features of Edgewood campus

Length of Activity: 60-75 minutes

Type of Engagement: Experiential Learning, Multidisciplinary Learning

Concepts Being Taught: Watersheds, Hydrology, Ecosystems, Stormwater Management

Professor: Jim Lorman, Natural Sciences, lorman@edgewood.edu, x6921

Course: NATS 104/105/106/107F5: Introduction to Natural Science

Description of Activity: Students are provided a list of questions for which they attempt to find answers as we walk together to specific sites on the Edgewood campus (detention pond; rain gardens; parking lots; etc.). Questions range from specific ones that can easily be observed ("describe a particular place on campus where water flows down hill") to those that require additional information not readily available ("trace the flow of drinking water on campus from its source to the faucet"). Students turn in their answers, which are used as the basis for further consideration of the concepts of "watersheds" and "ecosystem health."

Additional Keywords: Bioregionalism, Environmental History, Campus Ecology, Ecosystem Management

How Do We Decide How To Treat Other Species?

Learning Objective: Develop criteria for how we decide people should treat non-human animals.

Activity: Readings, survey, and discussion related to the criteria people use to decide how to relate to other animals

Length of Activity: 30-45 minutes

Type of Engagement: Self-Reflection, Group Process, Multidisciplinary Learning

Concepts Being Taught: Evolutionary Relationships, Ethics of Animal Treatment

Professor: Jim Lorman, Natural Sciences, lorman@edgewood.edu, x6921

Course: NATS 104/105/106/107F5: Introduction to Natural Science

Description of Activity: Students are given a short newspaper article ("Ticked Off") that is intended to be a light-hearted treatment of what to do if you find a tick in your hair at dinner and which details various techniques for torturing and killing them. The students then fill out a survey which asks them to decide what they would do (given a range of options from caring for the animal to torturing it) if they found one of various kinds of animals (mosquito, cockroach, mouse, butterfly, etc.) in their house. They are also asked to list the criteria they use in making decisions about our treatment of other species, and discuss their surveys and criteria in small groups. We then discuss the range of responses in the class, develop a class list of criteria, and relate our criteria to ones provided in assigned readings.

Additional Keywords: Animal Rights

Three-Dimensional Case Study

Learning Objective:

- Identify the ways in which cultural miscommunication can lead to conflict in educational settings.
- Identify, rethink, and reframe initial beliefs and assumptions in light of additional information and multiple perspectives.

Activity: A modified version of the traditional case study approach that becomes "three dimensional" with the opportunity to interact with the real life characters in the case.

Length of Activity: One to two hours

Type of Engagement: Experiential Learning, Self-Reflection

Concepts Being Taught: Culture, Social Class, Communication, Conflict

Professor: Kris Mickelson, School of Education, kmickelson@edgewood.edu, x2374

Course: Education 305: Human Relations I

Description of Activity: A case study is crafted to address a particular concept, learning goal, question, misconception, etc. The case study is rooted in a real life example. Students first engage with the case study in a more traditional way by reading, discussing, brainstorming solutions, etc. Initial reactions are shared with the whole class. Then, the class meets and interacts with one or more of the actual players in the case to ask questions about the person's/peoples' actual experiences, which often requires them to rethink initial interpretations and assumptions about what is going on in the case.

The purpose of adding the third dimension is to interject multiple perspectives into the conversation and have students expand their initial interpretations in light of further questioning and evidence. At the end, students write about their interpretations of the purpose of the activity and if and how their interpretations shifted with the experience to interact with the players in the case.

Additional Keywords: Case Study Methods, Student Misconceptions, Multiple Perspectives

Interdisciplinary Inquiry

Learning Objective:
- To identify the ways in which different disciplines impact how a human issues is framed.
- To be able to generate questions from different disciplinary perspectives around a specific human issue of interest.

Activity: Students manipulate strips of paper to match different disciplines with the kinds of questions to which they give rise. Then they apply their concept development to a new human issue.

Length of Activity: One hour

Type of Engagement: Group Process, Multidisciplinary Learning, Experiential Learning

Concepts Being Taught: Interdisciplinarity

Professor: Kris Mickelson, School of Education, kmickelson@edgewood.edu, x2374

Course: Human Issues 404: The Achievement Gap in School and Society

Description of Activity: A focus human issue topic is identified by the instructor – in this case, autism. Strips of white paper, one discipline per strip, are placed in an envelope – for example, public policy, psychology, sociology, education, biology. Questions that one could ask about the human issue are typed on strips of a different color (i.e. blue) and placed in another envelope. Small groups of three or four students are given the task of matching the disciplines to the questions. You need one envelope per small group. Each group shares with the whole class their results for one discipline. Instructor facilitates a discussion highlighting what is revealed by looking at the issue from that discipline and what would be masked if one only looked at the issue from that discipline. Discussion continues until students understand how putting on different "pairs of glasses" can shape how issues are framed and investigated.

Then, students turn their attention to the human issue topic that is at the heart of the class – in this case the achievement gap. Instructor writes the name of a discipline on large sheets of post-it paper and displays them around the room (i.e. health care, history, economics, sociology, public policy, psychology). Pairs/trios of students are each given different colored markers (so you know who is contributing what ideas). Each pair/trio starts at one sheet of paper and writes questions that come from that particular discipline. After 3-5 minutes, students shift to another piece of paper. Rotate several times until questions seem exhausted. Debrief as a whole group. Type up and share the questions with the entire class. Use these as inquiry questions to structure your seminar. Revisit questions from time to time.

Additional Keywords: Human Issues, Multiple Perspectives

Mapping Activities

Learning Objective:
- Reflect on and challenge your own values and belief systems as it relates to causes/effects of poverty;
- A deeper awareness of our sense of self—knowledge, beliefs, values, abilities—in relation to others (individuals, communities and institutions)
- Know how to identify assets within themselves and others for improving communities

Activity: Students develop "maps" of values, experiences, interests, and assets to better understand themselves and the possible ways in which their strengths and skills intersect with community needs and opportunities.

Length of Activity: Approximately one hour

Type of Engagement: Self-Reflection, Group Process

Concepts Being Taught: Critical Self-Reflection; Personal Values, Interconnectedness

Professor: Dean Pribbenow, Human Issues Studies, dpribbenow@edgewood.edu, x3449

Course: HI 404 – The Engaged Citizen: Restoring Community and Democracy; HI 305/405 – Poverty in America: Finding Hope in Challenging Times

Description of Activity: Students are introduced to two different types of mapping activities. *Concept Mapping* allows students to create a visual display of their skills, experiences, values, interests, etc., for the purposes of identifying interconnected relationships (or potential relationships) among these "concept" areas. *Asset Mapping* allows students to identify the many assets they (and others) have: individual, physical, associational, institutional. Then, as a group or a "community," the students share their assets with one another and develop a service (utilizing at least one asset from each person) that can benefit their community.

Additional Keywords: Mapping, Assets

Engaged Citizen Interviews

Learning Objective: Increased knowledge of meaningful service, activism, and change in communities, and the skills necessary to actively participate, with a particular emphasis on dialogue (e.g., leadership, identifying and defining issues, community building, conflict resolution, decision making, problem solving, and organizing for social change).

Activity: Students identify someone (preferably not a relative) who they understand to be an "engaged citizen" and interview that person to determine experiences, motivations, impact, etc.

Length of Activity: Approximately 1-2 hours

Type of Engagement: Experiential Learning, Group Process

Concepts Being Taught: Meaningful Activism, Leadership, Social Change

Professor: Dean Pribbenow, Human Issues Studies, dpribbenow@edgewood.edu, x3449

Course: HI 404 – The Engaged Citizen: Restoring Community and Democracy

Description of Activity: In class, we discuss how to identify and conduct an interview with an "engaged citizen." We also develop a protocol (process and questions) for conducting the interviews. After students conduct the interview and write up their results, we use a combination of small and large group activities to develop a common definition of what an engaged citizen is and the process by which one becomes and remains engaged.

Additional Keywords: Interviewing

<p style="text-align:center">"**Nappy Hair" Debates**</p>

Learning Objective: Gain awareness of diversity issues in education, the complexity of multicultural issues, and apply classroom knowledge to the real world

Activity: Students examine the various perspectives of the conflicts that resulted due to a classroom reading of the *Nappy Hair* book in New York City by a white teacher.

Length of Activity: 1 hour

Type of Engagement: Self-Reflection

Concepts Being Taught: Diversity, Multicultural Education, Teaching, Application of Knowledge

Professor: Meera Rastogi, Psychology Department, mrastogi@edgewood.edu, x3376

Course: Psy 383/ HI 404: Youth Development and Culture

Description of Activity: Students read the *Nappy Hair* book and articles surrounding the *Nappy Hair* reading. We discuss the layers of complexity of the issues surrounding the reading and reaction to the reading of the book.

Additional Keywords: Race, Class, Culture, Ethnicity, Hair

Community Project

Learning Objective: Raising awareness of human issues

Activity: Students design an activity where they apply their knowledge to raise awareness about social problems.

Length of Activity: 2 hours (equal to class period)

Type of Engagement: Group Process, Service Learning

Concepts Being Taught: Community Awareness, Education

Professor: Meera Rastogi, Psychology Department, mrastogi@edgewood.edu, x3376

Description of Activity: Student groups pick a topic and then educate others about it. Examples include educating children about deaf culture, creating a program for Asian Pacific Awareness Month, introducing Edgewood College students about the range of places to volunteer in the Madison community, and working with Borders to raise money for a local organization that supports children in poverty.

Soup Kitchen Service

Learning Objective: Understand the life situations of people using soup kitchen services and how businesses can help them.

Activity: Serve food at a soup kitchen or homeless shelter

Length of Activity: 3 hour outside class experience and 30 minute class discussion

Type of Engagement: Service Learning; Self-Reflection

Concepts Being Taught: Social Responsibility, Mental Health Issues, Poverty

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business and BUS 310: Ethical Business Practices in Madison

Description of Activity: Some Madison businesses and nonprofits give back to the community by encouraging groups of employees to serve food at soup kitchens and homeless shelters. Many clients of these services are struggling with alcohol and drug addictions, mental health issues, and maintaining employment.

Students must serve a meal at any soup kitchen or homeless shelter during the semester. They may do so alone, or with a friend, with a church group or social organization. Edgewood College faculty, staff and students who serve meals at Luke House the second Sunday of every month. A list of Dane County soup kitchens is available at the following United Way volunteer website: http://www.uwdc.org/Get_Give/DaneCountySoupKitchensGuide.pdf. If students already serve as a volunteer with low-income or disabled people during the semester, they may substitute that experience.

Students write a two-page, single-space essay answering the following: What were your preconceptions about homeless people prior to your visit? What did you do there? What did you learn about the clients? How were your expectations confirmed or disconfirmed by your experience?

Additional Keywords: Homelessness, Volunteerism

Management Tasks for Nonprofits

Activity: Work with a Nonprofit Manager to improve the organization's management system or address a particular need.

Length of Activity: Four hour class session

Type of Engagement: Service Learning, Group Process

Concepts Being Taught: Nonprofit Management, Volunteerism

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: RBUS 401: Social Responsibility in Business

Description of Activity: Students (returning adults) learn about the management of nonprofits and how businesses can support and assist nonprofits by applying their business skills and knowledge for a project benefiting a Dane County nonprofit organization. The professor meets with several nonprofit managers to develop a list of projects that students can accomplish during a 4-hour class session, such as providing feedback on the organization's marketing plan.

Nonprofit managers attend the class session, educate students about their mission, and then oversee the group projects that are worked on during the class session. Students learn that nonprofits can benefit from their expert knowledge and management/marketing skills.

Additional Keywords: Management

Community Immersion Experience

Learning Objective(s):
- Develop an awareness of the increasingly diverse nature of communities, an appreciation for the community assets represented by that diversity, including an understanding of the world as community-writ-large, and the ability to act that is grounded in reflexive understandings of our place in the world.
- Develop a deeper awareness of our sense of self—knowledge, beliefs, values, abilities—in relation to others (individuals, communities and institutions)
- Identify important initiatives to address poverty (historical and contemporary);
- Act and learn in, and with, the community to address poverty, and how to mobilize others to act.

Activity: Serve food at Luke House, a soup kitchen

Length of Activity: 3-4 hours on one Sunday

Type of Engagement: Service-Learning, Self Reflection

Concepts Being Taught: Poverty, Civic Engagement, Value of Community, the "I-Other" Divide

Professor: Dean Pribbenow, Human Issues Studies, dpribbenow@edgewood.edu, x3449

Course: HI 404 – The Engaged Citizen: Restoring Community and Democracy; HI 305/405 – Poverty in America: Finding Hope in Challenging Times

Description of Activity: During the first or second week of the semester, the entire class attends Luke House on Edgewood College's sponsored night, serving food and participating in eating the meal with clients using the services.

This shared experience provides students with a information to convey in future class discussions. Through follow-up discussions and writing, students reflect deeply on their own assumptions, beliefs, and values about the world around them. They develop first-hand knowledge of the "other" in the Madison community and the variety of ways in which individuals approach "activism.".

Additional Keywords: Hunger

Ethical Dilemmas at Work Facilitation

Learning Objective: Increase awareness of work-related ethical dilemmas and response options.

Activity: Group Facilitation of an Unethical Work Incident

Length of Activity: One 75-minute class session for group to develop dilemma and then 15 minutes per group to lead a class discussion

Type of Engagement: Group Process, Self-Reflection

Concepts Being Taught: Business Ethics

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business

Description of Activity: It is essential for employees to discuss work-related ethical issues. Early in the semester, each student composes a short paragraph describing an incident at work (a part-time job or student organization) that represented an ethical dilemma. The incident could be something that troubled the student's conscience or was contrary to the firm's interest, industry standards, or national laws.

Students are put in groups of three or four and they read the ethical dilemmas to each other, which educate them about ethical issues in different types of organizations and industries. Then, as a team, they present develop one of the dilemmas in greater detail, distribute a copy to everyone in class, and facilitate the class discussion about the ethical issue.

Additional Keywords: Ethics, Communication

A Fictional Interview: Going On In The Way Of An Other

Learning Objectives: To have students appreciate an assigned academic paper by attempting to experience it as:
1. the product of a real person;
2. embodying a particular specialist discourse or idiom;
3. asking for translation into a non-specialist discourse or idiom;
4. an opportunity to engage in dialogical reflection on an education theme or set of issues;
5. an opportunity to "go on" in the way of an other;
6. an opportunity to exercise empathy rather than judgment;
7. the site of potential drama.

Activity: Re-present the ideas of an academic thinker by creating a semi-fictional interview script with that individual.

Length of Activity: Several weeks.

Type of Engagement: Experiential Learning

Concepts Being Taught: Critical and Integrative Thinking

Professor: Jed Hopkins, School of Education, jhopkins@edgewood.edu, x3282

Course: ED 272: Issues in Education

Description of Activity: From a pool of four or five academic papers that have been discussed in class, students can choose one paper and compose a fictional transcript of an interview with the author. Scripts are shared in a class sessions and/or posted on Blackboard. The scripts are typically three to five sides single spaced.

The ostensible aim of the interview is to make the ideas of the author more widely known to a non-specialist audience. The interviewee should be represented in a convincing way while the interviewer can be played through any persona so long as the interviewees' ideas and values are able to come through.

The educational aim of such a production is not only to capture the ideas of an other, but to empathetically voice that other. This requires more than lifting the words off a page – it requires going on in the way that the other might think. At the same time, it allows for a commentary on that voice from the perspective of another voice that is not so determined – some kind of interviewer.

When you compose the script, think about the roles of a good interviewer. Perhaps the model of a public radio interview will help guide you. After you've completed a draft, consider the following aspects of the art of interviewing and make adjustments accordingly:

	Ask yourself…
PROBING, UNPACKING	Are there areas where ideas are not *sufficiently unpacked*?
CHALLENGING, DEVIL'S ADVOCATE, ARTICULATING	Are there areas where the interviewer could have been profitably *more challenging* to the interviewee?
COMPELLING INTRODUCTORY FRAMING	Is the general topic *compelling* and in some way *vital*?
VOICINGS, SUMMARIES, RECAPITULATIONS	Are there areas where the interviewer could profitably *construct summaries* for the interviewee to review?
DIALOGICALITY	Is the interviewer largely superfluous to the interviewee's telling of their ideas? (They shouldn't be in an authentic dialogue)
CONVINCING DISCOURSE	Does the fabricated interviewee *sound* like the real person they are modeled on?

Follow up questions:

1. what role does discourse play in the interviewer's projection of authority?
2. what did you learn about the original paper by approaching it dialogically?

Additional Keywords: Discourse, Dialogue

Interviewing Low-Income Residents

Learning Objective: Learn about the lives of persons living in a low-income housing area and how they are organizing themselves to improve their lives and that of their children.

Activity: Interview and videotape residents and activists at a local neighborhood center

Length of Activity: Three hours of interviews, several class periods to prepare students and for them to present the highlights of their interview tapes

Type of Engagement: Self-Reflection, Group Process, Service Learning

Concepts Being Taught: Low-Income Conditions, Social Change, Leadership

Professor: Cindy Rolling, Social Science Department, rolling@edgewood.edu, x2211

Course: Social Science 322, Class Social Change and Revolution

Description of Activity: Students study social stratification and use the neighborhood center as a case study, studying its history through newspaper accounts. They then devise interview questions and conduct interviews while videotaping the proceedings. Following suggestions from the instructor, they write up their findings, linking what they learned from the interviewees to course readings and discussions. Special emphasis is given to the application of sociological theory to the student's observations.

Additional Keywords: Videotaping, Interviewing, Community Activism, Case Study

Race and Ethnicity in Madison

Learning Objective: Link race and ethnicity to neighborhoods in Madison, Wisconsin

Activity: Use data from the US census and Madison Metropolitan School District to determine trends relating to race, ethnicity and other demographic variables in at least two Madison schools

Length of Activity: Several weeks outside class and 50 minute class presentation

Type of Engagement: Self-Reflection, Group Process, Service Learning

Concepts Being Taught: Social Class, Race, Ethnicity, Housing, Education

Professor: Cindy Rolling, Social Science Department, rolling@edgewood.edu, x2211

Course: Sociology 309, Race and Ethnicity

Description of Activity: Students work in groups to collect data and make first hand observations of Madison neighborhoods and schools. They will look for correlations in the spatial distribution of social characteristics while also learning to use data from the Census and the school district. Students reflect on their findings and present the results in class.

Additional Keywords: Research, Census Data

Depression Screening Awareness Day

Learning Objective: Organize a mental health event, raise awareness about mental health issues, serve as a liaison for the counseling center, and identify individuals at risk for mental illness

Activity: Co-organize the national depression screening day event on Edgewood College.

Length of Activity: Two class periods

Type of Engagement: Service Learning, Group Process

Concepts Being Taught: Depression, Bipolar Disorders, Mental Health Statistics, Management

Professor: Meera Rastogi, Psychology Department, mrastogi@edgewood.edu, x3376

Description of Activity: Students consult with the Director of Counseling in Health Services and co-design, coordinate, and manage the screening events.

Additional Keywords: Mental Health Awareness

Race, Class, Gender and Hurricane Katrina Response

Learning Objective: Examine the factors that led to the problems before and after Hurricane Katrina

Activity: Students watch "Frontline: The Storm," research the root causes of the event, and listen to guest speakers who are survivors or crisis workers.

Length of Activity: Three class periods

Type of Engagement: Self Reflection, Multidisciplinary, Group process learning

Concepts Being Taught: Poverty, Race, Crisis Management

Professor: Meera Rastogi, Psychology Department, mrastogi@edgewood.edu, x3376

Description of Activity: Students examine the events that lead up to the poor response to those affected by Hurricane Katrina. They then design a social justice program to raise awareness about the root causes and challenge those in charge to address the issues.

Additional Keywords: Class, Culture, Homeless

Eco-Olympics for Residence Halls

Learning Objective: Increase awareness about environmental management issues and learn how to institute change and manage teams.

Activity: Manage an "Eco-Olympics" competition among Residence Halls

Length of Activity: Thirty percent of semester

Type of Engagement: Service Learning, Group Process

Concepts Being Taught: Environmental Performance, Team Development

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business

Description of Activity: Students learn about how to improve environmental performance and implement change by forming teams that manage an "Eco-Olympics" among Residence Halls. Each team either helps a residence hall (Stevie, Regina, Marshall, Weber, Siena) compete in the Olympics or works on a unique project supporting the Olympics. Resident Assistants in each residence hall serve as key informants.

Student teams help residence halls (1) reduce heat, (2) reduce electricity, (3) reduce water consumption, (4) attend environmental movies, (5) participate in a environmental work project, (6) participate in a fair trade coffee taste test, and (7) participate in an "ethics bowl" case analysis. Prizes are given to the winning residence hall for each activity and a Grand Champion.

Teams work on these projects during regular class time to minimize the problem of arranging their busy schedules and analyze team performance for each meeting. They then compose a group paper summarizing what they did, the outcomes achieved, and lessons learned about environmental issues and team development. Teams present their results in class.

Additional Keywords: Ethics, Organizational Change

Management Tasks for Nonprofits

Learning Objective: Increase awareness about nonprofit management issues and community issues, and learn how to institute change and manage teams

Activity: Work with a Nonprofit Manager to improve the organization's management system or address a particular need

Length of Activity: Thirty percent of semester

Type of Engagement: Service Learning, Group Process

Concepts Being Taught: Nonprofit Management, Team Development, Volunteerism

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business

Description of Activity: Students learn about the management of nonprofits and how businesses can support and assist nonprofits by applying their business skills and knowledge for a project benefiting a Dane County nonprofit organization. The professor meets with several nonprofit managers to develop a list of projects that students can accomplish, such as developing a marketing brochure for the Boys & Girls Club of Dane County.

Student teams meet the nonprofit manager and work on these projects during regular class time to minimize the problem of arranging their busy schedules. The teams also analyze team performance after each meeting. They then compose a group paper summarizing what they did, the outcomes achieved, and lessons learned about nonprofit organizations and team development. Teams present their results in class.

Additional Keywords: Management

Managing a Work Project

Learning Objective: Understand how to manage a project.

Activity: Create and conduct a workshop about a business topic for a community group

Length of Activity: Thirty percent of a semester

Type of Engagement: Service Learning, Group Process

Concepts Being Taught: Project Management

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 302: Management of Human Performance

Description of Activity: Student teams design a workshop about a course concept and then conduct the workshop for a community group. Students contact community groups, such as the Boys & Girls Club, high schools, and senior citizen centers, to determine the type of 30-60 minute workshop that would be valuable for their constituents. Workshop topics include communication skills, international business issues, working on teams, business ethics, etc. The student teams then conduct the workshop, assess their performance, and write a group paper summarizing their experience. Students present project highlights to the class.

Additional Keywords: Communication, Leadership

You Be the Business Consultant

Learning Objective: Understand how to work with a business executive on a project that improves organizational performance.

Activity: Design and implement a solution in response to a small business problem

Length of Activity: Thirty percent of the semester.

Type of Engagement: Service Learning, Group Process

Concepts Being Taught: Project Management, Total Quality Management

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 440: Improving Organizational Performance

Description of Activity: Teams are created to solve an organizational problem for a small business owner or a social entrepreneur (someone whose organization aims to improve society). Students meet with the key person at the organization to negotiate the nature of the project. They then design a consulting project to solve the problem and implement their plan. Students compose a report describing the consulting project and assessing the team's performance. The teams present the highlights of their project in class.

Additional Keywords: Communication

Wingra Watershed Project

Learning Objective: Understand how people's activities, including how we live, work and play, affect ecological health.

Activity: Conduct research on the local environment in association with the Wingra Watershed Project

Length of Activity: Twenty-five percent of the semester

Type of Engagement: Service Learning, Experiential Learning, Group Process

Concepts Being Taught: Research Methods, Sustainability, Eco-System Health

Professor: Jim Lorman, Natural Sciences, lorman@edgewood.edu, x6921

Course: NATS 104/105/106/107F5: Introduction to Natural Science

Description of Activity: The Wingra Watershed Project is a study of the physical and biological environments of the Lake Wingra Watershed and the impacts the people have on the watershed. Students work on research teams to study the background on a particular issue related to local watershed health and contribute new information on that issue. Projects address the health of the Lake Wingra ecosystem and surrounding watershed, factors that affect watershed health, and how to improve watershed health. Research results are shared with the local community to help provide citizens with important information about the area.

Additional Keywords: Lake Wingra

<div align="center">**Ethical Dilemmas at Work Journaling**</div>

Learning Objective: Increase awareness about work-related ethical dilemmas.

Activity: Journaling about work-related ethical dilemmas

Length of Activity: Once a week homework assignment for the entire semester

Type of Engagement: Self-Reflection; Experiential; Multidisciplinary

Concepts Being Taught: Business Ethics

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 465: Social Responsibility in Business

Description of Activity: The purpose of journaling is to deepen awareness of a person's beliefs regarding events that take place in his/her life. Events experienced during a semester will influence a student's attitudes and behaviors at work later in life.

Beginning with the second class, students make dated journal entries once a week summarizing work-related ethical issues students just experienced or observed, and their reactions to them. These would entail situations where the following ethical values were either supported or violated: honesty, promise keeping, respect for people, and respect for property. The weekly entry should tell a story that includes an internal dialogue, stating what the student really thought about the situation.

Journals are collected three times during the semester (about once a month). Each time the entry requirement is a little more complex:

      Journal Submission #1: (a) Once a week describe behaviors you experienced or observed at work that were praiseworthy and those that were blameworthy.
      Journal Submission #2: (a) Once a week describe behaviors you experienced or observed at work that were praiseworthy and those that were blameworthy. (b) Why did these behaviors excite you in a positive or negative manner? What does this say about yourself?
      Journal Submission #3: (a) Once a week describe behaviors you experienced or observed at work that were praiseworthy and those that were blameworthy. (b) Why did these behaviors excite you in a positive or negative manner? What does this say about yourself? (c) What could be changed to foster more repetition of praiseworthy behaviors and less repetition of blameworthy behaviors?

Additional Keywords: Ethics

Good Samaritan Award Research

Learning Objective: Understand how Madison businesses and individuals respond to community needs.

Activity: Research Madison businesses that volunteer in the area of at-risk kids or mental health and develop recommendations for judges of the annual "Good Samaritan" award.

Length of Activity: Semester long project

Type of Engagement: Service Learning

Concepts Being Taught: Leadership, Volunteerism, Research Methods

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 310: Ethical Business Practices in Madison

Description of Activity: Businesses and individuals play an important role in Madison's annual ranking as one of the best cities to live and work. Students serve as a committee recommending finalists for the Good Samaritan Award, which is sponsored by the Samaritan Counseling Center. Students conduct internet and archival research on Madison companies that volunteer in these areas of at-risk youth and mental health, develop a list of nominees, and interview them.

Student teams apply agreed upon criteria to rank order the top business and individual nominees, develop handouts summarizing their analyses, and present their recommendations during a class session to a panel of judges, who make the final decision. Students attend the awards ceremony, where the winners are honored.

Additional Keywords: Communication

Best Business Practices in Madison Research

Learning Objective: Understand how local businesses respond to environmental issues.

Activity: Research the environmental management practices of Madison area businesses and compose case studies to share with other companies

Length of Activity: Semester long project

Type of Engagement: Service Learning

Concepts Being Taught: Leadership, Environmental Management, Research Methods

Professor: Denis Collins, School of Business, dcollins@edgewood.edu, x2878

Course: BUS 310: Ethical Business Practices in Madison

Description of Activity: Businesses play an important role in Madison's annual ranking as one of the best cities to live and work. Students research the environmental performance of Madison-area businesses through archival research, interviews, and other relevant research methods. Students compose case studies based on their research for Sustain Dane, a local nonprofit organization that provides dialogue opportunities between the business community and environmental activists. Case studies are presented in class at the end of the semester.

Additional Keywords: Writing

Design a Media Based Persuasive Campaign

Learning Objective: Develop skills and master concepts fundamental to designing and implementing a persuasive campaign, moving from marketing objective through concept development and planning to creative design and implementation including selection of media.

Activity: Student team conducts research and participated in creative activities essential to developing a persuasive campaign, usually for local businesses, nonprofits, or campus organizations.

Length of Activity: Semester long

Type of Engagement: Group Process, Experiential Learning, Multidisciplinary Learning, Service Learning

Concepts Being Taught: Marketing Conception, Planning and Concept Development, Implementation, Media Strategy and Implementation

Professor: Fred J. Kauffeld, kauffeld@edgewood.edu, x2266

Course: Comm Arts 314: Persuasion, Promotion and Advertising

Description of Activity: Students are formed into 5 to 6 member teams, with an attempt made to combine in each team students with the variety of backgrounds and interests necessary to execute the project, e.g., comm. majors, marketing majors, graphic design majors, psychology majors, journalists. They jointly select and secure a client business, group, organization, etc. The once-a-week three hour class meeting is planned so students regularly have an opportunity to work on their projects during the last hour of selected class periods. Students turn in a written proposal outlining and defending the campaign they have developed, including creative products (videos, logos, etc.). Students present their proposals to the class as a team in an oral/visual presentation and, ideally, also present their campaign to their clients.

Additional Keywords: Promotional Campaigns, Advertising Campaigns, Persuasion.

Layered Community-Based Placements

Learning Objective: Understand the multiple, complex and local spheres in which the community is addressing the human issue of focus – the achievement gap.

Activity: Deepen understanding of focus question by serving in a community-based setting that works to address the achievement gap human issue

Length of Activity: 20-25 hours in a community-based setting, several weeks to a full semester

Type of Engagement: Service Learning
Community Learning

Concepts Being Taught: Education, Diversity

Professor: Kris Mickelson, School of Education, kmickelson@edgewood.edu, x2374

Course: Human Issues 404: The Achievement Gap in School and Society

Description of Activity: Five different community-based placements are purposefully cultivated. Each placement addresses a different sphere in which the local community is dealing with a shared human issue. After learning about the substance and logistics of each placement, students rank their preferences and the instructor organizes small groups – one group at each site.

During the semester, representatives from the community-based agencies come to class to talk with students.

Additional Keywords: Achievement Gap