

UNIVERSITY QUARTER CREDIT INFORMATION:

• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering the 5 questions (*Section C: Integration Paper*)

• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

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| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments | 40% |
| 3. Completion of Integration Paper assignment | 30% |

• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

REQUIRED TEXTBOOKS:

1. *Roadmap to Civic Engagement* - a Publication of ESD 112.
*textbook can be ordered through ESD 112 by calling 360-750-7500
2. Other readings will be available online in specific assignments

GETTING STARTED:

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

NOTES TO ALL PARTICIPANTS:

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.
- All responses will be posted online. Large documents or files may be attached as part of your response by using the "Share A File" option.
- Participants are expected to respond to instructor feedback and incorporate the instructor's suggestions into their coursework. Instructor will provide feedback on postings weekly and participants should revisit their previous week's postings to view instructor feedback and respond.

ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignment #1:

A. Read the following two articles (found on the course website):

"The Power of the Hook – Capturing your Audience in the first 30 seconds"

"How to Use PowerPoint to Support Active Training"

B. In the course textbook *"Roadmap to Civic Engagement"*, read the following:

Unit #1 "Discovering the Community" and

Unit #2 "The Importance of Place"

C. After completing the reading, post responses to the following questions on the course website:

1. Describe 3-4 outcomes you would have for presenting Units 1 and 2 from *Roadmap to Civic Engagement* in a training
2. Based on your outcomes, what are the main message(s) in Unit 1 of *Roadmap to Civic Engagement* that will be critical to include in a professional development training?
3. What hands-on activities would you include in training session from Units 1 and 2 from *Roadmap to Civic Engagement* to more fully engage your audience?
4. What "hook" would you use to begin the presentation of this material and why?
5. What do you feel would be the most effective mode of presenting the material in Unit 1 (PowerPoint, etc.) and describe why.

Assignment #2:

A. Read the following two articles (found on the course website):

"How to Help Adults Learn Best"

"The Tuned in Facilitator"

B. In the course textbook *"Roadmap to Civic Engagement"*, read the following:

Unit #3 "Community as Resource"

Unit #4 "Understanding Needs, Local to Global"

C. After completing the reading, post responses to the following questions on the course website:

1. Describe 3-4 outcomes you would have for a presentation based on the Unit #3 and Unit #4 readings from *"Roadmap to Civic Engagement"*
2. Based on those outcomes, please describe 3-4 strategies you would use to enhance participant learning based on your reading the *"How to Help Adults Learn Best"* article
3. Imagine a scenario in which participants were resistant to the materials you were providing for this training. Your sense is that the resistance comes from a few participants who do not see this work as "academically relevant." Based on your reading from *"The Tuned in Facilitator"* and your own understanding of the materials you are presenting, describe strategies you would use to address this resistance.

Assignment #3:

A. Read the following two articles (found on the course website):

"Who Cares About Facilitation Skill"

"The Right Space"

B. In the course textbook *"Roadmap to Civic Engagement"*, read the following:

Unit #5 "The Power of Voice" and

Unit #6 "Taking Action"

C. After completing the reading, post responses to the following questions on the course website:

1. Describe 3-4 outcomes you would have for a presentation based on the Unit #5 and Unit #6 readings from *"Roadmap to Civic Engagement"*

2. Based on those outcomes, please describe 3-4 strategies you would use to reach these outcomes, and describe the specific facilitation skills you would implement, based on the reading from the article “*Who Cares about Facilitation Skills.*”
3. Based on the article “*The Right Space*” describe in detail the ideal format, space and set up you would use for this training, and why you feel they would enhance your presentation and help participants more effectively reach the desired outcomes.

Assignment #4:

A. Read the following two articles (found on the course website):

“*Less is More*”

“*Active Participation*”

B. In the course textbook “*Roadmap to Civic Engagement*”, read the following:

Unit #7 “*Celebrating The Journey*”

C. After completing the reading, post responses to the following questions on the course website:

1. Describe 3-4 outcomes you would have for a presentation based on Unit #7 reading from “*Roadmap to Civic Engagement*”
2. Based on those outcomes, please describe 3-4 strategies you would use to reach these outcomes, and describe how you would implement learnings from the “*Less is More*” article.
3. Describe how you would implement some of the strategies described in the “*Active Participation*” in a training based on the development of a culminating celebration training

This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.

Continue to the next section for additional assignments required for University Quarter Credit

ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

Assignment #5: (400 and 500 Level)

Design and develop a 90-minute professional development training based on the theme of “Civic Engagement” – implementing materials, resources, skills and knowledge gained through your readings and learning in this course. Use the attached “Sample Workshop Proposal Template” to complete this assignment. This assignment should be e-mailed as a Word Attachment to your instructor at sea@whidbey.com and you should also post an overview of your workshop proposal in the assignment response box online.

Assignment #6:

For 400 Level – Complete Part A only

For 500 Level – Complete part A and Part B

Part A (400 & 500 Level)

Complete **one** of the following:

- Submit your professional development proposal to your school principal to present at a staff inservice, or arrange to submit your proposal to another workshop/conference. For your assignment, you will provide instructor with copies of the materials, e-mails, etc., that you send out to arrange for this presentation, as well as the revised proposal form. In the online assignment response box, indicate the date you email/send these materials to the instructor.

OR

- Write a 3-5 page paper on your plans for continuing to increase your skills and experience as a trainer in the field of service-learning, contextual teaching and learning and civic engagement. In this paper, you will cite sources that you will use to continue your skill set and knowledge in this field. You may email this to the instructor as a WORD attachment. In the online assignment response box, cite the sources from your paper.

Part B (500 Level ONLY)

Complete **one** of the following:

- Interview 3-5 teachers in your school or district with some experience in service learning and summarize in several paragraphs the major issues to successful service learning projects they encountered.

OR

- Another assignment of your choice with the instructor’s prior approval.

C. INTEGRATION PAPER

Assignment # 7: (400 & 500 Level)

INTEGRATION PAPER:

Complete the requirements for university quarter credits by submitting a final Integration Paper. A heading is required. Please use the following format. (A format template is provided in the online response environment).

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level (400 or 500)
Advisor:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

INSTRUCTOR COMMENTS ON YOUR WORK:

Be sure to mark the “All Assignments Completed” section in the online course environment as this will notify the instructor that you have completed the course.

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Susie Richards, M.Ed., certified instructor and former classroom teacher, has been working in the adventure education and service-learning field for the past 16 years. She is the state training cadre co-coordinator for Service Learning Washington, a program of the Office of Superintendent of Public Instruction, Learn and Serve Office. Susie also is a fellow in the Washington State Consortium for Contextual Teaching and Learning, and co-director of “S.E.A. – Service, Education and Adventure” a non-profit marine education organization. Through the design and implementation of numerous community-based programs for school districts and universities, she has developed an extensive network of community resources and collaborative partnerships.

TRAIN THE TRAINERS FOR SERVICE-LEARNING BIBLIOGRAPHY

- Carr, Judy F. (2001). *Succeeding with standards: linking curriculum, assessment, and action planning*. Judy F. Carr and Douglas E. Harris. Alexandria, VA 22311-1714: Association for Supervision and Curriculum Development.
- Costa, Art and Kallick, Bena (2000). *Discovering and exploring habits of mind*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Ellis, Arthur K. (2001). *Research on educational innovations. Third Edition*. Larchmont. New York. Eye on Education, Inc.
- Jacobs, Heidi Hayes. (1997). *Mapping the Big Picture: Integrating curriculum and assessment, k-12*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jensen, Eric. (2005). *Teaching with the Brain in Mind*, 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA. Association for Supervision and Curriculum Development.
- McTighe, Jay and Grant Wiggins. (2004). *The Understanding by Design Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Silver, Harvey F., Strong, Richard W., & Perini, Matthew J. (2000). *So each may learn: Integrating learning styles and multiple intelligences*. Alexandria, VA. Association for Supervision and Curriculum Development.
- Tomlinson, Carol A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA. Association for Supervision and Curriculum Development.

**TRAIN THE TRAINERS FOR SERVICE-LEARNING
SAMPLE WORKSHOP PRESENTATION PROPOSAL TEMPLATE**

Please use the template below to help design and develop a 90-minute presentation based on the theme of "Civic Engagement." Make sure that the proposal integrates learning from Assignments #1-4

Workshop Title: *Please suggest a concise, attention getting title for your workshop.*

Workshop Description: *Please write a short description of your workshop for the program booklet no more than 150 words in length. What is your workshop's main goal?*

Skills/Knowledge *What are the skills, knowledge, and attitudes that will be addressed in this workshop?*

Participant Outcomes By the end of this session, participants will be able to...

- Objective 1 (e.g. what are 2-5 concrete, measurable things you want participants to walk away with? What are the skills and content areas you will cover?)
- Objective 2
- Objective 3
- Objective 4
- Objective 5

Facilitator(s): Name:
[Minimum of 2] Organization/Affiliation:
Phone:
Email:
Role and qualifications:

Participants *Who are your intended participants? Please describe who you envision your audience to be and what you believe their specific goals would be for attending this workshop*

We assume the audience...

- assumption 1 (e.g. what are the learning needs and expectations; what do participants know or not know)
- assumption 2
- assumption 3
- assumption 4
- assumption 5

Agenda and Activities

*Please include a **detailed, step by step** description of each content item and appropriate activities below. **An activity can be anything from introductions, to group discussions, to games, to short lectures, etc.** Be sure to mix up your session formats to include interactive/participatory activities to address every learning style. Keep lectures to 10 minute sections so you keep people engaged (let us know if you need help thinking of interactive activities). Include ideas for people to take action when they return to their communities*

Introductions (amount of time / facilitator)
Detailed explanation about the activity and how it meets the workshop

Workshop overview	(amount of time / facilitator) Detailed explanation about the activity and how it meets the workshop objectives.
Agenda Item/ Activity #1	(amount of time / facilitator) Detailed explanation about the activity and how it meets the workshop objectives.
Agenda Item/ Activity #2	(amount of time / facilitator) Detailed explanation about the activity and how it meets the workshop objectives.
Agenda Item/ Activity #3	(amount of time / facilitator) Detailed explanation about the activity and how it meets the workshop objectives.
Agenda Item/ Activity #4	<i>Your training can have as few or as many activities/agenda items as necessary. Please feel free to add lines if you have more agenda items and activities, or remove lines if you have less.</i>
Agenda Item/ Activity #5	(amount of time / facilitator) Detailed explanation about the activity and how it meets the workshop objectives. <i>Please leave five minutes for participants to complete a workshop evaluation</i>
Wrap-up activity	<i>How will you know this training has delivered its objectives after the training? What suggested follow up mechanisms would be used to determine this?</i>
Evaluation	<i>Please list and attach any handouts, Powerpoint presentations, or other prepared materials mentioned above in the workshop activities.</i>
Follow-up	<i>-Please describe any media/AV needs for the workshop -Please describe any additional materials needed for the workshop (flip charts, markers, etc.)</i>
Materials	
Logistics	