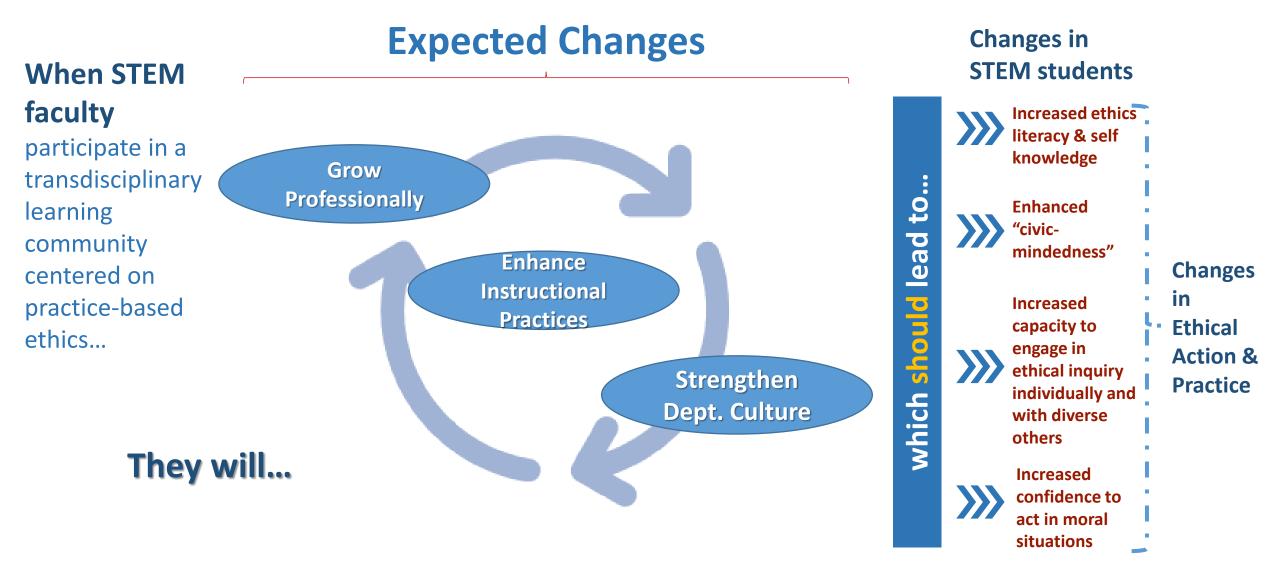
Integrating Community Engaged Learning through Ethical Reflection (ICELER)

ICELER FLC Theory of Change [V.7 Global View]



Integrating Community Engaged Learning through Ethical Reflection [ICELER]

Faculty Learning Community [FLC] Theory of Change [V7 – Detail]

When STEM faculty....

Participate in a transdisciplinary faculty learning community that:

- meets regularly over 4+ semesters,
- uses an ICELER curriculum
- emphasizes direct engagement with diverse others
- provides ongoing scaffolded reflection opportunities to support individual and shared sensemaking.

They will...

Expected Changes in Faculty and Departments GROW ENHANCE INSTRUCTIONAL TRANSFORMED DEPT. **PROFESSIONALLY PRACTICE PRACTICE** Improve their ability to Development of dept. **Enhance their** integrate & scaffold ethics structures and processes professional agency learning objectives into to support and sustain a related to teaching STEM curricula culture of ethical inquiry Clarify their sense of their Select relevant ethical & Intentional scaffolding of own ethical subjectivity civic learning frameworks

Enhance their capacity to support students in their own ethical growth and development

as educators and

academic professionals

Enhance their understanding and appreciation of the arts, humanities and social

Strengthen their relationships with departmental peers and community partners

Select & design appropriate experiential and community engaged learning activities

to ground ethics

instruction

Design, implement and assess critical reflection activities & assignments drawing on principles of good practice

Take steps to minimize the distinction between learning in the classroom and learning in/with/from diverse communities

ethical and civic learning frameworks X curriculum

Intentional scaffolding community engaged and civic rich learning activities X curriculum

Development and implementation of dept. level. assessment of ethical reflection

Accountability for ethical inquiry rooted in sustained peer and community partnership relationships

Expected Changes in Students

lead to...

which should

Increased ethics literacy & self knowledge

Enhanced "civicmindedness"

Increased capacity to engage in ethical inquiry individually and with

diverse others

Increased confidence to act in moral

situations

ICELER FLC Year 1 – Mapped Annual Goals

- 1.E.1. Self as a teaching and ethical subject
- 1.E.2. Professional, Civic, & Instructional Values
- 1.E.3. Practices of instruction & engagement
- 1.E.4. Assumptions re: teaching & learning ethics

Examine

Build Community

- 1.BC.1. Learn through experimentation, dialogue & sensemaking
- 1.BC.2. Develop shared curricular products

- 1.BCN.1. Identify an area of felt need related to teaching ethics
- 1.BCN.2. Increase awareness of ethical frameworks
- 1.BCN.3. Increase awareness critical reflection models
- 1.BCN.4. Test out tools and frameworks

Build Confidence

Stretch

- 1.S.1. Initiate a change in a course that integrates ethical inquiry [1st iteration of ICELER course]
- 1.S.2. Prepare to implement the change
- 1.S.3. Create a plan to study changes made

ICELER FLC Year 2 – Mapped Annual Goals

Broaden & Deepen

- •2.A.1.Implement first iteration of ICELER course
- •2.A.2. Share and receive feedback from peers and partners

Apply

- •2.BD.1.Further understanding of ethical frameworks relevant to one's course, program and partnership goals.
- 2.BD.2.Explore course design models that move students beyond learning about ethics toward engaging in ethical inquiry and ethical action.
- •2.BD.3.Increase confidence with designing, facilitating and assessing critical reflection
- •2.BD.4.Build awareness of the ecology of civic learning and its relevance for ICELER course design and facilitation
- •2.BD.5.Learn strategies to identify and work with community partners based on the principles of good practice

- •2.i.1.Collect and use assessment data to analyze first iteration of ICELER course design
- •2.i.2.Review and reflect on ICELER grant data to contextualize findings and suggest strategies to improve measured outcomes
- •2.i.3.Revise ICELER course design and materials to include community engaged learning experiences and/or "civic rich"* content
- •2.i.4.Identify relevant community (ies) of interest
- •2.i.5.Seek opportunities to include partners in the design and assessment of ICELER course activities

Iterate

Hold Creative Tension

- •2.HT.1. Navigate cognitive dissonance [authority, power, privilege, teaching styles, etc.]
- •2.HT.2. Embrace uncertainty and ambiguity in the classroom
- 2.HT.3. Balancing one's personal moral and political commitments with moral and political dimensions of STEM teaching and practice

- •2.DiS.1. Share and receive feedback on work publically with peers internally and externally
- •2.DiS.2. Engage department peers and administrators to foster understanding, build community & cultivate buy-in among non-participants

Disseminate

ICELER FLC Year 3 – Mapped Annual Goals

Broaden & Deepen

- •Goal 3.Al.1. Implement evidence-based enhancements in next iteration ICELER course
- Goal 3.Al.2. Collect and use assessment data to analyze second iteration of ICELER course design
- •Goal 3.Al.3. Implement an enhanced ICELER course design that includes community engaged learning experiences and/or "civic rich"* content aligned with ethical inquiry.

- •3.BD.1.Facility with connecting relevant ethical concepts to course content
- •3.BD.2.Explore course design models that move students beyond learning about ethics toward engaging in ethical inquiry and ethical action.
- •3.BD.3. Explore specific frameworks and tools to deepen integration and assessment of critical reflection [ex. eportfolio]
- •3.BD.4. Explore relevant frameworks of ethical community engagement.

- •3.HT.1. Navigate cognitive dissonance [authority, power, privilege, teaching styles, etc.]
- •3.HT.2. Embrace uncertainty and ambiguity in the classroom
- •3.HT.3. Balance one's personal moral and political commitments with moral and political dimensions of STEM teaching and practice

Hold Creative Tension

Disseminate

- •3.DiS.1. Present & receive feedback ICELER work with non-participating department peers and leadership
- •3.DIS.2. Share and receive feedback on work with external peers (e.g. panels, conferences, community forums, articles, policy briefs, etc.)

- •3.EC.1. Convene conversations with dept. peers and administrators to explore longitudinal processes to support a culture of ethical inquiry
- •3.EC.2. Use evidence to engage department peers & administrators & cultivate buyin among non-participants
- •3.EC.3. Develop shared curricular products
- •3.EC.4. Explore scholarly collaboration opportunities with other members of the FLC.

Promote STEM Ethical Communities

Apply & Iterate

ICELER FLC Year 4 – Mapped Annual Goals

- 4.SM.1. Individual (self-efficacy; continuous improvement to courses
- 4.SM.2 Department conduct a departmental self-assessment to determine the policy and support climate needed to support continuity and future growth of ICELER curricula, academic community partnerships and faculty engagement

Sustain Momentum

Assess & Refine

- •4.AS.1 Systematically analyze reflective products in one's own course for evidence of ethical learning and practice using a rubric.
- •4.AS.2 Work with peers to systematically analyze student reflections and other ethical related assignments for evidence of ethical learning and practice using a rubric.
- •4.AS.3. Apply findings to improve course/program.
- •4.AS.4. Work with ICELER team to review course and programmatic data to enhance long term planning.
- •4.AS.5. Use results from departmental climate assessment to develop departmental action agenda.

- •4.EC.1. Convene conversations with dept. peers and administrators to explore longitudinal processes to support a culture of ethical inquiry
- •4.EC.2. Use evidence to engage department peers & administrators & cultivate buy-in among non-participants
- •4.EC.3. Develop additional shared curricular/cocurricular ICELER related tools and resources
- •4.EC.4. Implement [and continue to explore] scholarly collaboration opportunities with other members of the FLC.
- •4.EC.5. Use evidence to engage students and partners to support course, program and partnership improvement

Promote STEM Ethical Communities