



# **Teaching for Civic Learning and Engagement**

**10th Annual Teaching and Learning Institute  
May 9, 2023  
Blackwell Hall**

**LONGWOOD**  
UNIVERSITY



**Longwood University's 10<sup>th</sup> Annual Teaching and Learning Institute**  
**Teaching for Civic Learning and Engagement**  
May 9, 2023  
Blackwell Hall, The Rotunda

8:30-9:00 a.m.      **Check-in and Full Breakfast**  
Blackwell Foyer

9:00-9:10 a.m.      **Institute Welcome**  
Blackwell Ballroom

9:10-9:40 a.m.      **Keynote – Exploring Civic Engagement and Civic Learning**  
Blackwell Ballroom

*Dr. Patti Clayton, Senior Scholar at UNC Greensboro and Practitioner-Scholar in Residence with North Carolina Campus Engagement.*

9:45-11:00 a.m.      **Concurrent Sessions**  
**Civic Learning through Experiential Learning**  
Audience: All participants  
Blackwell Ballroom

**Symposium Discussion**  
Audience: 410 Instructors  
Virginia Room

11:00 – 11:15 a.m.      Break  
*Snacks and Beverages Available in Blackwell Foyer*

11:15 -12:30 p.m.      **Concurrent Sessions**  
**Navigating Self & Community: Helping New Students Transition to College in the Context of Civic Engagement**  
Audience: All participants  
Prince Edward Room

**Civic Responsibility in the Age of AI**  
Audience: All participants  
Virginia Room

**Perspectives: Teaching Speaking and Writing**  
Audience: Perspectives Instructors  
115 Rotunda

- 12:30- 1:30 p.m. Lunch  
Blackwell Ballroom
- 1:30 – 2:45 p.m. **Concurrent Sessions**  
**Critical Reflection in Experiential Learning**  
Audience: All participants  
Blackwell Ballroom
- Foundations: CTZN 110 and ENGL 165 Discussions**  
Audience: CTZN 110 OR CTZN 165 Instructors  
CTZN 110 – 115 Rotunda  
ENGL 165 – 116 Rotunda
- 2:45-3:00 p.m. Break  
*Snacks and Beverages Available in Blackwell Foyer*
- 3:00- 4:15p.m. **Concurrent Sessions**  
**Collaborative Learning**  
Audience: All participants  
Location: Virginia Room
- Equitable Assignment Design**  
Audience: All participants  
Location: Prince Edward Room
- Pillars- Civitae Professional Development**  
Audience: Pillar Course Instructors
- Aesthetic Expression – 108 Rotunda  
Human Behavior and Social Institutions – Blackwell Ballroom  
History and Contemporary Insights – 250 Rotunda  
Scientific Reasoning – 116 Rotunda  
Quantitative Reasoning – 115 Rotunda
- 4:25-5:00 p.m. **Synthesis Session**  
*Dr. Patti Clayton*  
Audience: All participants  
Blackwell Ballroom
- 5:00 – 6:00 p.m. **Reception**  
Blackwell Ballroom and Foyer  
*Join us for good food, drink, and networking*

## WORKSHOP SESSION DESCRIPTIONS

### **Keynote: Exploring Civic Engagement and Civic Learning**

Patti Clayton, Senior Scholar at UNC Greensboro and Practitioner-Scholar in Residence with North Carolina Campus Engagement

Location: Blackwell Ballroom

Our overarching learning goal for the day is to better conceptualize civic engagement and civic learning. The keynote address will launch us in this direction by exploring ways these two terms have been understood, examined, and enacted. With particular emphasis on the framework of democratic civic engagement (which emphasizes co-creation and power sharing among all participants) as it emerges in community engaged learning and scholarship, we will think about a wide range of civic learning goals and associated teaching and learning processes.

### **CONCURRENT SESSION I: 9:45-11:00 a.m.**

#### **Civic Learning through Experiential Learning**

Facilitator: Patti Clayton

Audience: All participants

Location: Blackwell Ballroom

Building on the keynote address, Patti will support us in applying to our own contexts a conceptual framework for experiential learning. She will lay out the framework's defining components and its characteristic partners and learning goal categories. After sharing our own examples of experiential learning and determining potential meanings of and frameworks for civic learning of most interest to us, we will hone in on possibilities for tapping the civic learning potential of experiential learning.

#### **Symposium Discussion**

Facilitator: Eric Moore, Symposium Coordinator/Professor of Philosophy

Audience: CTZN 410 Instructors

Location: Virginia Room

How do we get students to perceive the many disparate sections of 410 as one inquiry into the common good? In this session, we will go over syllabus design with emphasis on explicitly incorporating the Theme. We will then discuss Symposium Day: how it has gone, what has worked well, and what can be done to improve student participation and course unification.

### **CONCURRENT SESSION II: 11:15 -12:30 p.m.**

#### **Navigating Self & Community: Helping New Students Transition to College in the Context of Civic Engagement**

Facilitators: Pam Tracy, Director of CAFE/Professor of Communication Studies  
& Sarai Blincoe, Associate Professor and Chair of Psychology

Audience: All participants

Location: Prince Edward Room

In this session, we will discuss ways to engage first year students in the exploration of their sense of self and community from an asset-based perspective. How might we help new students reflect on and connect their identities, experiences, values, and community engagement? What does it look like when students build on their experiential knowledge and competencies to develop civic engagement goals and a sense of belonging? Participants will learn how to blend civic engagement and the transition to college as iterative processes characterized by confidence, humility, and curiosity.

### **Civic Responsibility in the Age of AI**

Facilitators: Sean Barry, Associate Professor of English

& David Magill, Professor and Chair of English and Modern Languages

Audience: All participants

Location: Virginia Room

Whether you see Chat GPT as an exciting tool for improving student writing or a worrisome shortcut for students, we invite you to join us for a session dedicated to examining writing as a tool for civic engagement in the age of AI. Drawing on faculty feedback as well as what experts in the teaching of writing and literacy tell us about how students learn these indispensable skills, this session aims to help teachers assess the potential impact of these technologies and align writing pedagogy with students' needs.

### **Perspectives: Teaching Speaking and Writing**

Facilitators: Elise Green, Writing Coordinator, Civitae/Assistant Professor of English

& Kris Paal, Speaking Coordinator, Civitae/Assoc. Prof. of Communication Studies

Audience: Perspectives Instructors

Location: 115 Rotunda

Hear from the Speaking and Writing Coordinators about the skills and knowledge students are being taught in Foundations courses: CTZN 110 & ENGL 165. How can these skills show up in Perspectives? Are they showing up? Learn strategies to help students lean on those skills while looking forwards to their capstone work in Symposium. Bring an assignment and we'll examine the ways your assignment or class activities can assist students in that recall.

### **CONCURRENT SESSION III: 1:30 – 2:45 p.m.**

#### **Critical Reflection in Experiential Learning**

Facilitator: Patti Clayton

Audience: All participants

Location: Blackwell Ballroom

As the component of experiential learning that generates, deepens, and documents learning, critical reflection is key to the relationships, processes, and outcomes of experience-based pedagogies, including those oriented toward civic learning. Critical reflection is also often counter-normative and, therefore, unfamiliar and challenging to design, facilitate, and assess. "Integration" is a key characteristic we are after, and we can achieve that in a way that is customized to our own courses and projects. Patti will share a conceptual framework for well-integrated critical reflection and a research-grounded, flexible model for designing it to generate any desired learning, civic or otherwise.

#### **Foundations – CTZN 110 Discussion**

Facilitator: Derek Taylor, CTZN 110 Coordinator/Professor of English

Audience: CTZN 110 Instructors

Location: 115 Rotunda

This will be a comprehensive workshop for those who have taught (or who will soon be teaching) CTZN 110. We will discuss different approaches taken by faculty in various disciplines, share out resources developed over the past few years, and give each other advice for how best to approach teaching post-COVID first-year students. We'll conclude with an informal roundtable focusing on assessment strategies, with a particular emphasis on approaches to using the shared rubric.

### **Foundations – ENGL 165 Discussion**

Facilitator: John Miller, ENGL 165 Coordinator/Associate Professor of English

Audience: 165 Instructors

Location: 116 Rotunda

This session will include a presentation of data on trends of student success in ENGL 165, a discussion of relevant experiences in the composition classroom, and the sharing of strategies that are showing promise with current students.

### **CONCURRENT SESSION IV: 3:00- 4:15p.m.**

#### **Equitable Assignment Design**

Facilitator: Adam Franssen, Assistant Director of CAFE/Associate Professor of Biology

Audience: All participants

Location: Prince Edward Room

Whether teaching for civic learning and engagement or content within one's discipline, it is important to employ practices that reduce systemic inequities in higher education. In this workshop, participants will first be (re)introduced to Winkelmes' evidence-based Transparency in Learning and Teaching (TILT) practices. Next, we will work together to *TILT* assignments to help ourselves and our students explicitly understand how and why that assignment is important. Participants are encouraged but not required to bring one of their own assignments to the session.

#### **Collaborative Learning**

Facilitators: Heather Lettner-Rust, Director of Civitae/Professor of English and invited guests

Audience: All participants

Location: Virginia Room

What are the indices of good collaborative learning? We are going to cull the features of successful collaborative work from Dungeons & Dragons, the fantasy cooperative table top game, to help us articulate the signs for effective collaborative course work. From there, we just might have the criteria for a rubric that works across disciplines.

#### **Pillars – Aesthetic Expression**

Facilitator: Lauren Rice, AE Category Leader/Associate Professor of Art

Audience: AE Instructors and anyone who wants to bring creative strategies into the classroom

Location: 108 Rotunda

Participants in this professional development session will collaborate to create and activate a Fluxus-inspired, instruction-based assignment. Assignments developed during the session will have the opportunity to be assessed and revised. Participants will leave the session with a multi-disciplinary assignment for future classroom use, an understanding of how to use a rubric for grading creative assignments and a reading list of books and articles that center around the creative process and the art of the art assignment.

## **Pillars – Human Behavior and Social Institutions**

### **Connecting the Dots: From Outcome Expectations...to Student Work**

Facilitator: Karen Feathers, HBSI Category Leader/Assistant Professor of Special Education

Audience: HBSI Instructors

Location: Blackwell Ballroom

Join in on this collaborative conversation as we “unpack” the HBSI student learning outcome expectations defined in our 3 rubrics and delve into examples of HBSI students’ work to identify connections to our learning expectations.

## **Pillars – History and Contemporary Insights**

### **The Future of Studying Culture over Time**

Facilitator: Greg Mole, HCI Category Leader/Assistant Professor of History

Audience: HCI Instructors

Location: 250 Rotunda

This session will cover the challenges of teaching change and continuity over time. We will discuss assignments, learning outcomes, and how best to get students to grapple with both the past and new cultural perspectives. Session will also discuss how different disciplines approach the themes common to this pillar.

## **Pillars – Scientific Reasoning**

Facilitator: Tyler St. Clair, SR Category Leader/Assistant Professor of Science Education

Audience: SR Instructors

Location: 116 Rotunda

In this session, we will briefly discuss the current SLOs in SR courses and the aggregated results for each SLO from the current assessment cycle. Most of the session will be an open discussion about how things are going (questions, concerns, feedback).

## **Pillars – Quantitative Reasoning Assignment Design Charrette**

Facilitator: Tom Wears, QR Category Leader/Associate Professor of Mathematics

Audience: QR Instructors

Location: 115 Rotunda

In this session, faculty teaching in the Quantitative Reasoning Pillar will be provided the opportunity to collaborate with their peers and workshop their assignments under a small group peer review process. Using the assignment design charrette model, teaching faculty will participate in an established faculty-driven professional development session targeting assignment revisions that promote student learning and ensure assignments align with the quantitative reasoning student learning outcomes. All attending faculty should bring an assignment (with three to five copies) to be used in the review and revision process of the session.