Scholar's Electives 4400Y: Course Outline

Course Committee (contact for academic questions):
    Associate Deans, Faculty of Health Sciences
    Associate Deans, Faculty of Arts and Humanities
    Associate Deans, Faculty of Social Science
    Associate Deans, Schulich School of Medicine & Dentistry
    Associate Deans, Faculty of Science

Scholar's Electives Program Coordinator (contact for scheduling questions):
    Scholars' Programs Coordinator

Community Engaged Learning (CEL) Coordinator (contact for CEL questions):
    Community Engaged Learning Coordinator

Class Time and Location: See Course Online Learning Site

Description:
This capstone course is designed to capitalize on the knowledge and skills you have learned throughout your undergraduate degrees and challenge you to apply them within a real-world setting in a community-based project within an interdisciplinary team, as well as enhance your communication skills through presentations to a lay audience. Students will be required to work in interdisciplinary teams under the supervision of community partners to complete projects that meet community identified needs. Students will also participate in reflective practice strategically aligned to relate and contribute to their community engagement component.

Learning Outcomes:
This course will integrate various reflective assignments that will allow students to make connections between their community experiences and the academic work they have undertaken throughout their time at Western. Through this experience, students will enhance their ability to:

- Relate degree/discipline specific content to various fields of research, practice, and policy
- Enact strategies for building and maintaining reciprocal collaborations and partnerships
- Adapt oral and written communication and/or behaviour to match unique audience/demographic
- Apply content knowledge to real-world settings and contexts
- Manage group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies
- Practice reflective thinking to connect CEL experience with course content and personal values
- Articulate a sense of civic engagement and social responsibility, preparing you for roles as community leaders

The course will consist of two major components:
    (a) Three-Minute Thesis (3MT) Challenge and
    (b) Community Engaged Learning (CEL) Group Project.

3MT Challenge:

Originally developed by The University of Queensland as a competition for graduate students, 3MT (Three-Minute Thesis) is a communications challenge in which students, individually, have a maximum of three minutes to present their research and its impact to a panel of non-specialist judges and peers. Western University has been running a 3MT event as a competition for graduate students since 2010.

As the Fall semester requirement for Scholar's Electives 4400Y, you will draw on your previous experience in the program to make a research presentation in the 3MT format to a multidisciplinary audience of your Scholar's Electives peers and Associate Deans. You will need to distill your topic down to its most important points and convey them effectively to a non-specialist audience.

Rules:
1. A **single static PowerPoint slide** is permitted (no slide transitions, animations or 'movement' of any description).
2. To facilitate transitions between speakers, all presenters should arrive to class at least 10 minutes early to load their presentations from a USB drive or cloud source (e.g., OneDrive, Google Drive).
3. No additional electronic media are permitted (unless there is clear justification with **prior approval** by the course instructors).
4. No additional props (e.g., costumes, musical instruments, laboratory equipment) are permitted, unless there is clear justification with **prior approval** by the course instructors.
5. Presentations are limited to a **maximum of 3 minutes**.

See http://grad.uwo.ca/current_students/3mt/ for more details and advice for preparing your presentation.

Each presentation will be "judged" by the Associate Deans and fellow students present. Criteria considered include those from the graduate competition:

Communication:
- Was the thesis topic communicated in language appropriate to a non-specialist audience?
- Did the speaker use sufficient eye contact and vocal range, and maintain a steady pace?
- Did the speaker avoid jargon, explain terminology, and provide adequate background information to illustrate points?
- Did the presenter spend the right amount of time on each element of the presentation – did the presenter elaborate for too long or rush?

- Did the slide enhance, rather than detract from, the presentation; was it clear, legible, and concise?

Comprehension:
- Did the presentation help the audience understand the research?
- Did the presenter clearly outline the nature and aims of research?
- Did the presenter clearly indicate what was significant about this research?
- Did the presentation follow a logical sequence?

Engagement:
- Did the presentation make the audience want to know more?
- Was the presenter careful not to trivialize or 'dumb down' the research?
- Did the presenter convey enthusiasm for the research?
- Did the presenter capture and maintain their audience's attention?
- Would the audience want to know more about the speaker's research?

Following the session, the students will have the opportunity to network with Scholars Electives students in years 1, 2, & 3 to provide mentorship both in terms of their academic programs and social issues.

Community Engaged Learning (CEL) Group Project:

Curricular Community Engaged Learning (CEL) aims to integrate service in the community with specific course learning outcomes. In this form of teaching and learning, the community projects complement student learning outcomes, while students provide meaningful contributions to community organizations.   These partnerships with community organizations help extend Western's reach beyond campus.

Non-profit organizations in the London community are often faced with "wicked problems" that are very difficult to solve due to their complex, contradictory, changing or cross-cutting nature (Weber & Khademian, 2008). Using an approach that blends theory and practice, Scholar's Electives students will work in interdisciplinary groups within organizations over the Fall Term to collaborate with organizations to complete a project that helps address a "wicked problem" the organization is facing. Wicked problems posed by partnering organizations can be of a social, economic, ethical, or practical nature. Students will learn about the organization, its challenges, and the factors that contribute to the "wicked problems." Using their research skills to review literature and identify evidence-based practices, students will inform their understanding of the issues presented. The final project deliverable will be determined by the organization and may look different for each group depending on the specific needs of each partner.

Student Expectations for CEL Project:
- Attend all classes and ask questions at presentation sessions;

- In collaboration with your community partner, complete the *Student and Community Partner Expectations Agreement* and submit to CEL Coordinator and designated supervisory Academic Dean;
- Students must complete Foundations of Community Engagement Modules
  1) Foundations of Community Engagement
  2) Deconstructing Power and Privilege in Communities
  3) Building Effective Community Partnerships
     ➤ Certificates of completion must be uploaded onto OWL;
- Contribute 2–4 hours per week for 10 weeks toward completion of your community based project;
- Complete 2 reflection journal entries (see class schedule for deadlines);
- Provide brief presentation of your project proposal and plans;
- Complete the final deliverable as determined by the community partner with the agreement of the appropriate Academic Dean and submit it before the end of the term to the Community Partner, Academic Dean, and CEL Coordinator (Katie Oates); and
- Present at the end of the project (see schedule) to the community partner, fellow students, and the Academic Deans about their engagement.

Class Schedule (tentative):

Mid-September: Introduction to Course and CEL Pedagogy
- Introduction to 4400Y syllabi – discuss course structure, schedule, and evaluation
- Introduction to Community Engaged Learning and Reflective Practice

Early- to Mid-October: 3MT Challenge and Networking with lower year Scholar's Electives students

Late October: Community Partner Introductions
- Community Partners of the CEL Component will visit the class
- Class will be "rotation" style wherein each partner will be at a location within the classroom and students will rotate through each partner location in groups every 7 minutes until they have spoken with each organization about the organization and the project
- Students will then submit applications ranking their top 3 choices of partners

Mid-November: Community Partner Group Meetings will be held by Zoom
Meet with respective community partner to discuss project

Mid-January: Project Proposal Presentations & REFLECTION Journal #1 DUE
- Each group will provide a brief 5–10 minute informal presentation indicating their project proposal and plan

- Question and answer periods will follow so that students can get feedback and ideas for their projects
- Reflection journal will be focused on answering questions related to the impact of diversity on their CEL experience (diversity materials will be provided on OWL at the beginning of the class to refer to)

Mid-March: Final CEL Project Presentations (2-hour class)
- **15**-minute presentation, plus <u>5 minutes for questions</u>
- Presentation must include information about the organization, the project and deliverables produced, and connect experience to their learning
- Community Partners invited to attend
- ➢ **Submit final project deliverables to Community Partner**

Late March: REFLECTION Journal #2 DUE
- Reflection journal will be focused on answering questions related to how their CEL group worked together and the challenges and successes that occurred as the project progressed