Integrating Community Engaged Learning through Ethical Reflection (ICELER)

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

Expected Changes

When STEM faculty participate in a transdisciplinary learning community centered on practice-based ethics...

They will...

- Grow Professionally
- Enhance Instructional Practices
- Strengthen Dept. Culture

which should lead to...

Changes in STEM students

- Increased ethics literacy & self knowledge
- Enhanced “civic-mindedness”
- Increased capacity to engage in ethical inquiry individually and with diverse others
- Increased confidence to act in moral situations

Changes in Ethical Action & Practice

When STEM faculty....

GROW PROFESSIONALLY
- Enhance their professional agency related to teaching
- Clarify their sense of their own ethical subjectivity as educators and academic professionals
- Enhance their capacity to support students in their own ethical growth and development
- Strengthen their relationships with departmental peers and community partners

ENHANCE INSTRUCTIONAL PRACTICE
- Improve their ability to integrate & scaffold ethics learning objectives into STEM curricula
- Select relevant ethical & civic learning frameworks to ground ethics instruction
- Select & design appropriate experiential and community engaged learning activities
- 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

TRANSFORMED DEPT. PRACTICE
- Development of dept. structures and processes to support and sustain a culture of ethical inquiry
- Intentional scaffolding of 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 Faculty and Departments

Expected Changes in Students
- Increased ethics literacy & self knowledge
- Enhanced “civic-mindedness”
- Increased capacity to engage in ethical inquiry individually and with diverse others
- Increased confidence to act in moral situations

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 sense-making.

They will...

ICELER FLC Year 2 – Mapped Annual Goals

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

**Broaden & Deepen**
- 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

**Iterate**
- 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

**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

**Disseminate**
- 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

ICELER FLC Year 3 – Mapped Annual Goals

**Broaden & Deepen**

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

**Apply & Iterate**

- 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]

**Hold Creative Tension**

- 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

**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.)

**Promote STEM Ethical Communities**

- 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 buy-in among non-participants
- 3.EC.3. Develop shared curricular products
- 3.EC.4. Explore scholarly collaboration opportunities with other members of the FLC.

ICELER FLC Year 4 – Mapped Annual Goals

Sustain Momentum

- 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

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.

Promote STEM Ethical Communities

- 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/co-curricular 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