January 26 –February 13 2015

CHCH101
Rebuilding Christchurch – An Introduction to Community Engagement in Tertiary Studies

UC
UNIVERSITY OF CANTERBURY
Te Whare Wānanga o Waitaha
CHRISTCHURCH NEW ZEALAND

Description

In CHCH101, students will integrate community service related to the Christchurch earthquakes, relevant academic content about post-disaster response and volunteerism, and guided reflection. This will provide students with an overview of how many different fields are contributing to our understanding of, response to, and mitigation of earthquake hazards in the Christchurch area.

Learning Outcomes

Upon successful completion of CHCH101, students will be able to:

1. apply theory critically to analyse community engagement
2. evaluate the impact of their own community engagement experiences
3. demonstrate an understanding of Principle Three of the Treaty of Waitangi with regard to community participation
4. use a self-reflective approach to devising, developing, and presenting personally relevant assessment products

I just want to thank you for a great course. I have thoroughly enjoyed it and am very glad I took the opportunity to re-examine some of my values and beliefs. Thanks for the thought provoking sessions and the detailed feedback on my assignments. I am sure this course will serve me in many ways in the future.
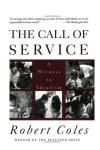
I am now motivated to start up a Student Volunteer Army back at my home university (study abroad student).

Partner Organisations

CHCH101 students have done their community service with the following Partner Organisations:

- Addington Action
- Gap Filler
- Greening the Rubble
- New Zealand Police Neighbourhood Policing Team
- North Beach Community Childcare Centre
- Papanui Rotary
- Riccarton West Neighbourhood
- Student Volunteer Army
- UC Sustainability
- Volunteer Army Foundation

The CHCH101 course was a great way for me to hear a variety of perspectives on what came out of the earthquakes and where the city needs to go and to challenge me to think about what I learned from staying the city after the earthquakes.
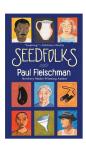
Learning Resources

The learning resources for CHCH101 will include contemporary research and popular media articles and excerpts from the following texts. All learning resources are provided at no cost via UC's Course Management System.

Assessment Tasks

Assessment Task	Learning Outcome Measured	% of Final Grade
Participation in face-to-face sessions	1. apply theory critically to analyse community engagement 2. evaluate the impact of their own community engagement experiences	45%
Connecting Argument Due at the end of Week 2	3. demonstrate an understanding of Principle Three of the Treaty of Waitangi with regard to community participation 4. use a self-reflective approach to devising, developing, and presenting personally relevant assessment products	25%
Healing Proposal Due at the end of Week 3	3. demonstrate an understanding of Principle Three of the Treaty of Waitangi with regard to community participation 4. use a self-reflective approach to devising, developing, and presenting personally relevant assessment products	30%

Assessment Task: Connecting Argument

This assessment task is worth 25% of your final grade and is to be submitted by the end of Week 2.

The Task

You are the person in charge of academic qualifications (Dean) at a mid-size public university.

The head of the university, your boss, recently attended a conference and heard claims that using community service in university coursework generates positive outcomes for students in **academic achievement, personal growth, and professional preparation.** While they are somewhat sceptical of these claims, they has asked you to make the **case for or against** pursuing this at your university, particularly with regard to how it may, or may not, boost the reputation of the university locally, nationally, and internationally and whether it should be **offered as an elective, mandatory, or completely outside of coursework** (similar to the Student Volunteer Army, working at the Community Law Centre, ENSOC service projects, etc.).

Prepare a case for or against using service-learning at your university as a way to promote academic achievement OR personal growth OR professional preparation. You may believe that it does, or does not, address all three but are advised to focus on one primarily.

Demonstrate to your audience (your boss) that you've considered all 3 potential ways of having students do service in a university setting: 1) to not support the idea of having service occur within an academic structure (outside coursework), 2) to semi-support the idea of having service occur within an academic structure (elective or voluntary, in clubs, maybe a few courses with it), or 3) to fully support the idea of having service occur within an academic structure (mandatory or required, tied to graduate attributes, like Tulane)?

Indicate to your audience (your boss) the potential impact of this approach on the **reputation** of the university locally, nationally, and internationally. Then suggest **future steps** for the university (marketing, promotion, logistics, etc.) with one of the options above. Include **measures of effectiveness** or success that you suggest your boss consider with one of the options above. Your boss appreciates **creativity** in presentations (anecdotes of experiences, music, visuals, etc.). Support your argument with any relevant citations from the assigned readings or other research that you do on this topic.

The resources you have at your disposal are any relevant readings or experiences that we've had in our course thus far in addition to the Potential Resources provided in this section on Learn. This assignment is your opportunity to make a statement about what you now believe the role of service is within a university setting.

Assessment Criteria

Your assignment should include each of the following criteria:

1. Makes a case regarding service learning at university being either offered as an elective, mandatory, or completely outside of coursework. (5%)
2. Reference to efficacy of community service in university coursework to generate positive outcomes for students academic achievement OR personal growth OR professional preparation. (5%)
3. Discusses impact on reputation of the university locally, nationally, and internationally. (5%)
4. Recommendations of future steps for this university including measures of effectiveness. (5%)
5. Creativity and professionalism in presentation, 1,500 word maximum or equivalent. (5%)

Assessment Rubric

A+/A/A-   All assessment criteria are comprehensively addressed in Connecting Assignment.
B+/B/B-   All assessment criteria are addressed in Connecting Assignment.
C+/C/C-   Connecting Assignment meets some of the assessment criteria.
D   Connecting Assignment meets some of the assessment criteria but lacks depth and detail.
E   Assignment not handed in or no assessment criteria are completed satisfactorily.

Assessment Task: Healing Proposal

This assessment task is worth 30% of your final grade and is to be submitted by the end of Week 3.

The Proposal

Recognize that you have the same power and potential to affect and influence your community as the guest speakers we have met and others we have read about (i.e., Jason Pemberton of the Volunteer Army Foundation, Coralie Winn of Gap Filler, and Steve Jones of the NZ Police among others). This assignment is an opportunity for you to think critically and laterally about how you might do so.

Please come up with a feasible proposal that aims to positively affect and influence a specific community. This can be the Riccarton Neighbourhood, Christchurch, UC, New Zealand, your hometown in another country, wherever. This proposal should be delivered in 2 separate but related parts as described below. The intention is for you to come at the task from two different perspectives and to hopefully arrive at a better solution because of it.

The format for your personally relevant and self-reflective Healing Proposal should relate to your personal and/or academic interests and a specific local context.

Assessment Criteria

Part 1 (worth 15%)

Part 1 should be a creative/artistic/symbolic representation of your proposal that uses the same dimensions of an A4 sheet of paper as its base. It can be three-dimensional, visual, musical, etc. It should be a product that is derived from considering this task in a lateral, creative, out-of-the-box manner, and should be linked to your Part 2. Present this representation in a format that is relevant to you and explain why you have chosen this format.

Part 2 (worth 15%)

Part 2 should be your story/presentation that serves to explain and complement Part 1. You can think of these two parts as an exhibit in an art gallery whereby each helps to complete the picture of the other. This part must answer the 5 questions below and can be submitted as speaker's notes, powerpoint slides, an essay, bullet point answers, etc.

This part must explicitly answer the 5 questions below:

1. How is this an innovative idea (hasn't been done in this way or in this place before) with a clearly articulated objective/goal? (3%)
2. How is this idea connected to your local knowledge of the area (3%)
3. How has this idea been influenced by external inspiration (i.e., CHCH101 course experiences - readings, speakers, activities; your life experiences, your studies, travels, etc.)? (3%)
4. What are the practicalities of implementing this idea (timeframe, use of existing local assets, cost in money, labour, and materials; etc.)? (3%)
5. What is the long-term sustainability of this idea? How will you know if it succeeds? How will you measure its effectiveness? (3%)

Part 2 is limited to a maximum of 1,000 words. You can use tables, charts, diagrams, bullet points where possible and appropriate.

Assessment Rubric

A+/A/A-	All assessment criteria are comprehensively addressed in Healing Assignment.
B+/B/B-	All assessment criteria are addressed in Healing Assignment.
C+/C/C-	Healing Assignment meets some of the assessment criteria.
D	Healing Assignment meets some of the assessment criteria but lacks depth and detail.
E	Assignment not handed in or no assessment criteria are completed satisfactorily.

Teaching & Learning Activities

Topic	Activity	Date
Introduction	**Face-to-Face Meeting (UC)** • Introduction • Spontaneous Service & Reflections on Previous Service • Frameworks for Reflection • Brief reading(s) assigned for next day	M, Jan 26
Caring	**Face-to-Face Meeting (UC)** • Design Thinking Workshop. We will take a community problem/challenge and use the workshop to approach it. I will emphasize to the students that this is a way of reflecting on and thinking about community challenges by taking multiple points of view on it. • Brief reading(s) assigned for next day	Tu, Jan 27
Caring	**Face-to-Face Meeting (UC & Dovedale Community Garden)** • Service experience in the garden • Reflection Session using *Seedfolks* • Brief reading(s) assigned for next day	W, Jan 28

Topic	Activity	Date
Caring	**Face-to-Face Meeting (UC)** • Guest lecture by Sgt. Steve Jones with Neighbourhood Policing Team about Community Development Leadership Brief reading(s) assigned for next day	Th, Jan 29
Helping	**Face-to-Face Meeting (CBD Field Trip: Gapfiller, Dance-o-Mat, Cathedral Sqaure, Cardboard Cathedral)** • Meet with Sally from Gap Filler at the former site of the Pallet Pavilion to learn about Community Development Leadership • Brief reading(s) assigned for next day	F, Jan 30
Helping	**Face-to-Face Meeting (Gap Filler Service Project at Pallet Pavilion site)** • Service project for Gap Filler • Brief reading(s) assigned for next day	M, Feb 2
Healing	**Face-to-Face Meeting (UC)** • Guest lecture by Canterbury District Health Board representative about the role of public health and community development • Brief reading(s) assigned for next day	Tu, Feb 3
Connecting	**Face-to-Face Meeting (UC or Lyttleton)** • Guest lecture by Adam Mcgrath of The Eastern musical band about Community Development Leadership • Guest lecture by Sam Johnson, Founder of the Student Volunteer Army about Community Development Leadership • Brief reading(s) assigned for next day	W, Feb 4
Connecting	**Face-to-Face Meeting (Christchurch City Council and CERA)** • Meet with City Council and CERA employees about Governmental Leadership in Community Development • Brief reading(s) assigned for next day	Th, Feb 5
Connecting	**Face-to-Face Meeting (Service Project on site)** • Day 1 of service project in Riccarton West or Heathcote or Residential Red Zone • Reflection about service and leadership	M, Feb 9
Healing	**Face-to-Face Meeting (Service Project on site)** • Day 2 of service project in Riccarton West or Heathcote or Residential Red Zone • Reflection about service and leadership	Tu, Feb 10
Healing	**Face-to-Face Meeting (Service Project on site)** • Day 3 of service project in Riccarton West or Heathcote or Residential Red Zone • Reflection about service and leadership	W, Feb 11
Healing	**Face-to-Face Meeting (Service Project on site)** • Day 4 of service project in Riccarton West or Heathcote or Residential Red ZoneReflection about service and leadership	Th, Feb12
Closure	**Celebration of Service** • Student presentations about lesson learned • Shared meal	F, Feb 13

Academic Integrity

All forms of cheating and dishonest practice are taken seriously and penalties will result. Students should refer to Regulation J of the General Course and Examination Regulations.

The University views all forms of dishonest practice (e.g., plagiarism, collusion and copying) very seriously. A range of penalties can apply when dishonest practice is discovered. These are set out on pp. 8-10 of the College of Education *Assessment Guidelines for Students*. If you are unsure of what might count as dishonest practice, please discuss this with the course coordinator.

Course Coordinator

Dr Billy O'Steen
Email: billy.osteen@canterbury.ac.nz
Phone: +64 3 364 2851

The University Council adds its congratulations to staff and students of the CHCH 101 service learning course for its positive contributions to community interaction and neighbourhood support (UC Council Meeting Minutes, 29 May 2013).