Informed Action Through Service Learning
BRONZE CERTIFIED BADGE
SYLLABUS

Course Information

Course Name	Guardians of Democracy: Informed Action Through Service Learning Bronze Certified Badge
Continuing Education Hours	18
Location	Online Canvas Course
Office Hours	Facilitators are available via email and are happy to schedule a video conference as needed.

Guardians of Democracy Program Description

Developed in partnership between the Lou Frey Institute at the University of Central Florida and IllinoisCivics.org, the Guardians of Democracy Program is an online professional development program with extended learning opportunities for interested 6-12 educators. Our goal is to support a national professional development program and establish a network of certified educators across disciplines that embrace the proven practices of civic education to empower young people for college, career and civic life success.

The course series provides instruction on (1) strategies for current and controversial issue discussions in the classroom, (2) the role of simulations of democratic processes in the classroom, and (3) informed action through service learning. This program is hosted and administered through Free for Teachers Canvas, an open learning management system.

The Guardians of Democracy Bronze Certified Educator in Informed Action Through Service Learning Badge recognizes the successful completion of all Informed Action Through Service Learning course modules. This includes the completion of required assignments, portfolio entries and satisfactory performance in the discussions. Participants create a Portfolio of Practice throughout the course in which they reflect on how the course content can enhance their own practice. Participants use their portfolio to create a plan of action to implement one strategy to support students in taking informed action through service learning in a summative performance task.

Course Objectives

- **Module 1: Orientation**
    - Participants identify the objectives and expectations of the course and are aware of the important role educators play in preparing young people to be guardians of democracy.
    - Participants engage in an anticipatory set of activities to reflect on their own lived experiences related to informed action through service learning.
    - Participants discuss the opportunities and challenges of facilitating informed action through service learning.

- **Module 2: What and Why**
    - Participants examine the research behind informed action through service learning.
    - Participants analyze the characteristics of high-quality informed action through service learning.
    - Participants analyze research related to the opportunities and challenges of engaging students in informed action.
    - Participants identify resources to create a classroom climate for students to L.E.A.D. through informed action and discuss findings with their peers.

- **Module 3: How**
    - Participants understand the relationship between informed action through service learning and the development of student outcomes related to civic dispositions, skills, and knowledge.
    - Participants analyze tools to implement the four components of facilitating informed action through service learning.
    - Participants reflect on their own practice and discuss with peers the components of informed action through service learning they need to further develop to enhance their classroom practice.

- **Module 4: So, Why Not?**
    - Participants identify concerns many educators have concerning the implementation of informed action through service learning.
    - Participants examine and utilize strategies and resources to overcome the identified concerns related to informed action through service learning.
    - Participants will reflect on their lived experiences, perspectives, and course content related to the use of informed action through service learning and identify best practice to implement in their classroom.

- **Module 5: Next Steps**
    - Participants identify strengths and opportunities for growth in hypothetical informed action through service learning examples.
    - Participants plan and prepare to facilitate students in taking the L.E.A.D. through service learning using the strategies and reflections they have gathered in their portfolio.
    - Participants provide feedback to their peers' plans to implement informed action through service learning.
    - Participants complete a culminating survey reflecting on their professional growth in the course.
    - Participants explore opportunities for deeper learning through further badging.

Required Materials
- [Canvas: Free for Teacher Account](#)
- [Google: Free Email and Drive](#)

Badging
Digital badges are an important component of the Guardians of Democracy program. Participants have the option to earn three badges for each course. View the [Teacher Reflection Rubric](#) to learn more about how evidence for badges will be assessed.

The Guardians of Democracy Bronze Certified Educator in Informed Action Through Service Learning Badge recognizes the successful completion of all Informed Action through Service Learning course modules. This includes the completion of required assignments, portfolio entries and satisfactory performance in the discussions. Participants create a Portfolio of Practice and throughout the course they reflect on how the course content can enhance their own practice. Participants use their portfolio to create a plan of action to facilitate student-centered informed action through service learning in the summative performance task.

The Guardians of Democracy Silver Distinguished Educator in Informed Action through Service Learning Badge recognizes the successful completion of extension work in a second course to demonstrate competency in facilitating Informed Action through Service Learning course. This badge certifies that a recipient can successfully create, edit and implement a lesson plan and engage students in reflection. This badge also certifies that a participant engaged in an instructional coaching cycle and reflective practice.

The Guardians of Democracy Gold Guardian Educator in Informed Action through Service Learning Badge recognizes the successful completion of advanced extension work in a final course demonstrating competency in engaging student voice to facilitate informed action through service learning. This badge certifies that a recipient can successfully create, edit and implement a lesson plan and reflect on student success. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the lesson planning process.

Discussions
A discussion board is used to discuss and reflect upon the various topics presented in each module. Discussion prompts with specific guidelines and due dates are provided for each module. Participants are expected to submit an original post (response to the discussion prompt) by the deadline and substantive responses (more than yes, no, or I agree) by the end of the following week. Please adhere to the expectations outlined in the Discussion Board Rubric when submitting original posts and responses.

Discussion Board Rubric

CATEGORY	5	4	3	2	0-1
Demonstrates Understanding of the Module Content	Post makes 3 or more relevant and insightful references to the module content	Post makes 2 relevant and insightful references to the module content	Post makes 1 relevant and insightful reference to the module content	Post makes 1 reference but it is not from the module content, relevant or insightful	Post does not reference or quote from the module content and shows a lack of understanding
Promotes discussion	Post includes original ideas, poses questions and invites responses	Post poses questions, invites responses	Post is thoughtful enough to promote some discussion	Post does little to promote discussion	Post does not encourage discussion
Connections	Post makes 3 or more clear connections to student learning and/or classroom experiences	Post makes 2 clear connections to student learning and/or classroom experiences	Post makes 1 clear connection to student learning and/or classroom experiences	Post attempts to connect to student learning and/or classroom experiences	Post makes no connections to student learning and/or classroom experiences
Responds	Participant substantively responds to posts of others and responds to queries by others on own posts	Participant substantively responds to posts of others	Participant substantively responds to posts of 1 other participant	Participant responds to posts of others but are not substantive	Participant does not respond to posts of others

Module Topics and Assignments

Module 1: Orientation
- Canvas Profile
- Create a Portfolio of Practice
- Portfolio – Think-Puzzle-Explore Anticipation Guide
- Discussion Board – Think-Puzzle-Explore

Module 2: What and Why
- Quiz – Guardian of Democracy Report
- Portfolio - Video Viewing Questions
- Portfolio – Creating a Climate for Students to L.E.A.D.
- Discussion Board – Reflection Activity
- Portfolio – Revise Think-Puzzle-Explore Anticipation Guide

Module 3: How
- Portfolio
  - Learn Chart
  - Explore and Engage Chart
  - Authentic Action Chart
  - Exploring the CAPES Resource – Digest and Demonstrate Chart
- Discussion Board – Facilitating Students to Take the L.E.A.D.

Module 4: So, Why Not?
- Survey – Checking In

Informed Action through Service Learning

- Survey – Ranking Common Concerns
- Portfolio –
  - Addressing Common Concerns Chart
  - Essential Question Development
  - Root Cause Tree
- Quiz – Types of Service Learning
- Portfolio –
  - Your Authentic Action Chart
  - Helping Students Digest and Demonstrate Learning
  - 4C's Reflection
- Discussion Board – 4C's Reflection

Module 5: Next Steps
- Portfolio –
  - 3-2-1 Reflection
  - You Be the Coach
  - Plan of Action
- Discussion Board – Plan of Action
- Closing Survey

Evaluation and Grading

Completion of all modules is required. Completion of the required assignments, Portfolio of Practice activities and satisfactory performance on the discussions is required to receive the Bronze Level Guardians of Democracy Informed Action through Service Learning Badge. Grading criteria for the Threaded Discussions and activities are based on rubrics and the professional judgment of the instructor.

Performance	Points
Satisfactory	70-100
Unsatisfactory	69 or below

Professional Integrity Statement Participants will adhere to the highest standards of professionalism by engaging as a productive member of the learning community, submitting original work and respecting the thoughts and ideas of others.

Accessibility Statement The course providers are committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the course to discuss needed accommodations.

Copyright This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA During this course, you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.