Informed Action Through Service Learning
GOLD GUARDIAN BADGE
SYLLABUS

Course Information

Course Name	Guardians of Democracy: Informed Action Through Service Learning Gold Guardian Badge
Continuing Education Hours	15
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 the Illinois Civics Hub at the DuPage Regional Office of Education, 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 Canvas Learning Management System.

The Guardians of Democracy Silver Distinguished 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 plan of action and reflect on student success. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the action planning process.

Course Objectives

- **Module 1: Reflection on Past Practice**
  - Participants will reflect on past practice of implementing the components of informed action through service learning.
  - Participants will provide feedback and resources to peers to support their growth of student-centered informed action.

- **Module 2: Engaging Student Voice in Creating a Climate for Growth**
  - Participants will review the proven practices of civic education; focusing on the relationship between informed action through service learning and student voice in classroom governance.
  - Participants will engage student voice to identify areas students would like to see the class and themselves collectively improve upon.
  - Participants will provide feedback and resources to peers to support their growth of student-centered informed action through service learning.

- **Module 3: Planning for Success**
  - Participants will frame a plan for students to reflect, recalibrate and renew classroom goals.
  - Participants will design a classroom learning experience to anchor informed action.
  - Participants will review and provide feedback on the draft Plans of Action created by their peers.
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- **Module 4: Revise and Implement Your Plan of Action**
  - Participants will modify their Plan of Action based on peer feedback and explicit coaching from course facilitators.
  - Participants will complete a Plan of Action by engaging student voice to:
    - Explore their community and engage with multiple stakeholders to discern what is true in their community,
    - Select and implement authentic action, and
    - Digest and demonstrate what they learned.
  - Participants will respond to feedback given from course facilitators to revise and implement their Plan of Action.

- **Module 5: Implementation and Next Steps**
  - Participants will engage in a reflective exercise and discuss their Plan of Action implementation with other course participants.
  - Participants will complete a culminating survey reflecting on their professional growth in the course.

Required Materials

- 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 plan of action and reflect on student success. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the action 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
Promotes Discussion	Post thoroughly responds to all elements of the prompts provided in the directions.	Post responds to all elements of the prompts provided in the directions.	Post provides a minimal response to the prompts provided in the directions; but does not promote discussion or invite replies.	Post does little to promote discussion as it does not address all elements of the prompt provided in the directions.	Did not respond to prompt provided or reply violates the discussion board norms.
Connections to Content and Lived Experiences.	Post makes relevant and insightful references to the module content and classroom experiences (as educator or learner).	Post makes references to the module content and classroom experiences (as educator or learner).	Post mentions the module content and classroom experiences (as educator or learner).	Post mentions the module content and/or classroom experiences (as educator or learner).	Post does not reference either module content or classroom experiences or reply violates discussion board norms.
Responds to First Peer	Participant substantively responds to posts of a peer and/or responds to queries by others on their own posts.	Participant responds to posts of a peer and/or responds to queries by others on their own post.	Participant provides a minimal response to posts of a peer and/or responds to queries by others on their own post.	Participant responds to posts of a peer, but it is not relevant to the module content.	Participant does not respond to a post by a peer, or the response violates the discussion board norms.
Responds to Second Peer	Participant substantively responds to posts of a second peer and/or responds to queries by others on their own posts.	Participant responds to posts of a second peer and/or responds to queries by others on their own post.	Participant provides a minimal response to posts of a second peer and/or responds to queries by others on their own post.	Participant responds to posts of a second peer, but it is not relevant to the module content.	Participant does not respond to a post by a second peer, or the response violates the discussion board norms.

Module Topics and Assignments

Module 1: Reflection on Past Practice
- Create a Portfolio of Practice
- Portfolio – Reflection on Past Practice
- Discussion Board – Reflection on Past Practice

Module 2: Engaging Student Voice in Creating a Climate for Growth
- Assignment – Administer Student Reflection Rubric
- Portfolio – Student Reflection
- Discussion Board – Student Voice

Module 3: Planning for Success
- Portfolio – Class Context & Indicators
- Portfolio – Climate for Informed Action
- Portfolio – Learning
- Discussion Board – Let's Get Feedback

Module 4: Revise and Implement Your Plan of Action

Informed Action through Service Learning

- Portfolio – Explore and Engage
- Portfolio – Authentic Action
- Portfolio – Digest and Demonstrate Learning
- Assignment – Draft Lesson Plan Submission
- Assignment – Revised Lesson Plan Submission

Module 5: Implementation and Next Steps
- Portfolio – Teacher Reflection Rubric
- Discussion Board – Share Your Work
- 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.