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IDEV*3300
Engaging in Development Practice
Winter 2021

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We acknowledge the Attawandaron people on whose traditional territory the University of Guelph resides and offer respect to our Haudenosaunee, Anishinaabe and Métis neighbours as we strengthen our relationships with them.

Class Details
Day/Time: Tuesdays and Thursdays, 10-11:20am
Location: Zoom

Instructor Details
Andrea Paras
Email: aparas@uoguelph.ca
Office hours: By appointment

Course Description
This course provides an opportunity for students to engage with development practitioners in a real-world context. The focus of engagement opportunities will be on the analysis of a development issue and defining related policy and/or practice options. The course explores the challenges associated with engaging with development practitioners in the real world and equips students with the necessary skills for successful engagement.

In this course students will implement a team-based community engagement project determined in consultation with a community partner. During the W21 offering of the course, the community partner is Farm Radio International (https://farmradio.org/). At the end of the course, students will share key learnings from engagement projects and invite input from partners, peers and other relevant community stakeholders. `

Learning Outcomes (LO)
By the end of this course, successful students will be able to:

LO1: Able to undertake analysis of development issues and real-world challenges in the context of the needs and priorities of development practitioners and community stakeholders.
LO2: Understand and reflect critically on the perspectives of development practitioners and stakeholders with respect to development priorities, challenges, related policies and practices.
LO3: Develop strategies for improving intercultural competence. The main tools that will be used for this objective during the seminar portion of the course will be the Intercultural Development Inventory (IDI) survey, cultural training activities, and the final reflective essay.
LO4: Effectively communicate with development practitioners and stakeholders through written and oral forms.

Experiential Learning Objectives
The IDEV*3300 course simulates a work environment similar to for example, a research consultant, community developer, or policy analyst, among other careers, conducting work on behalf of stakeholders in the public, private or community development sectors. By consulting

with a community partner to address their research needs, the students of the IDEV*3300 course work in a professional setting much the same as a research consultant or policy analyst would work with their stakeholders. Students of the IDEV*3300 course must narrow a research question, then plan and implement research projects with high quality deliverables in a very quick turnaround time.

The IDEV*3300 students' course work closely mirrors the contexts, processes and practical experiences of international development specialists, policy analysts and research consultants. Learning to be adaptable to carry out emergent research projects and communicating effectively to be responsive to the needs of community partners increases the capacity and employability of students. The course eases students' transition to the workforce by providing an opportunity to develop and apply skills in a professional domain.

Our Community Partner: Farm Radio International
During the W21 offering of the course, our community partner is Farm Radio International (https://farmradio.org/). FRI is an international non-governmental organisation focused on improving the lives of rural Africans through the world's most accessible communication tool: radio. The organisation runs radio projects that help millions of people achieve better livelihoods and social outcomes. They produce radio resources that help a network of thousands of broadcasters across sub-Saharan Africa improve their programs for rural listeners. They also pioneer radio innovations that feature the latest technologies to improve rural radio offerings.

The course instructor has been in regular consultation with representatives of FRI since June 2020 to identify how IDEV3300 can support its work through research. FRI has identified five research questions (RQs) related to how the organisation seeks to understand and improve gender equality practices in its work:

> **RQ1**: What are some emerging trends and best practices in communication for development related to gender equality?

> **RQ2**: What are some strategies for increasing and improving the representation of women in radio? What are specific barriers and challenges for women in this area?

> **RQ3**: What are some strategies for increasing and improving the accessibility and usability of ICTs, particularly for women? What are specific barriers and challenges for women in this area?

> **RQ4**: What are some emerging trends and best practices around "positive masculinity" in development contexts? How might FRI integrate these concepts in its work?

> **RQ5**: What are some strategies that FRI could use for thinking through the intersections between gender, religion and culture?

IDEV3300 students will form five different research teams, and each team will focus on one of these research questions. For each question, the teams will conduct a literature review and identify recommendations based on their research and consultations with FRI staff.

Research Timeline

- June 3, 2020: Initial meeting between Dr. Paras and FRI staff to discuss possible community-engaged research collaboration

- July 8, 2020: Follow-up meeting between Dr. Paras and FRI staff to confirm community-engaged research collaboration

- November 18, 2020: Meeting between Dr. Paras and FRI staff to identify potential research questions

- December 17, 2020: Meeting between Dr. Paras and Alex Therien (FRI) to confirm research questions

- January 21, 2021: Introductory meeting with Alex Therien (FRI) and IDEV3330 students

- February 23/25 or March 2/4)TBD): Consultation with Alex Therien, gender focal points and IDEV 3300 students (NOTE: It may be necessary to schedule this meeting earlier than our scheduled class time.)

- March 12, 2021: Submit research draft

- March 16/18, 2021: Practice presentations.

- March 23/25, 2021 (TBD): Community Knowledge Exchange Presentations

- April 9, 2021: Final research product due

Assignments and Evaluation

Assessment	Value	Learning Outcomes	Due Date
Research Proposal	10%	LO1	January 29
Research Draft; Final product incorporating FRI feedback	30%	LO1, LO4	Draft: March 12 Final product: April 9
Community Knowledge Exchange Practice Presentation	5%	LO4	March 23/25
Community Knowledge Exchange Presentations	20%	LO4	March 30/April 1 (TBD)
Final Reflection Essay	15%	LO3, LO4	April 16
Class/Group Participation	20%	LO1, LO2, LO3, LO4	Weekly

Research Proposal (10%)

Students will work in teams to develop a proposal that outlines how the team will address a research question that has been identified in collaboration with FRI. The proposal should outline how the team intends to analyse the research question, and should include the following elements:

1) A brief description of relevant context and background;
2) A detailed description of the research question (the research question provided above is a starting place, but the research team needs to unpack and explain the research question);
3) Identify a research methodology plan (i.e. how will you conduct this research? What kinds of sources will you look for and from what disciplines?)
4) Identify the broader value and impact of the proposed research;
5) Identify individual team member roles and responsibilities;
6) Identify individual team member deliverables and timelines.

Length: 3 pages double-spaced (12-point font)
Deadline: **Friday January 29 by 11:59pm**

Research Draft and Final Product (30%)

Groups will deliver a draft and final product for the community partner by implementing the plan outlined in their Community Engaged Research Proposal. The Community Engaged Learning Product will develop analysis of the development issue and potential solutions. The primary audience for the final product is the community partner, there may be other secondary audiences as appropriate. Final products should incorporate course materials and reference relevant sources.

Criteria for the evaluation of the research paper will include: analysis and critical thinking; structure and organisation; use of evidence; and clarity, editing and style.

Length: ~10 pages

The first draft is due by **March 12 by 11:59pm.** If a complete draft is not submitted at this time, 20% will be automatically deducted from the grade of the final product.

The final product is due **April 9 by 11:59pm**. This draft will incorporate feedback received from the community partner.

Community Knowledge Exchange Presentations (20%); Practice (5%)

Project teams deliver presentations that reflect on contributions, share knowledge and effectively communicate learning garnered through the group's community-engaged research project to FRI staff members, faculty, peers and other stakeholders. Presentations should focus on in-depth analysis of the research question and recommendations. Presentations will take place on either March 30 or April 1 (TBD).

Each team will do a practice presentation on either March 23 or March 25th. This will provide an opportunity for other class members and the course instructor to provide feedback, which should then be incorporated into the formal presentation the following week.

Criteria for the evaluation of the presentation will include: the effectiveness of the presentation in terms of its synthesis of the team's research and recommendations; the clarity, organisation and structure of the presentation; and the delivery style and professionalism of the presentation.

Final Reflection Essay (15%)

At the end of the course, each student will submit an individual final reflection essay. The purpose of this assignment is for the student to make analytical connections between the community-engaged research experience and their broader learning as a student of development studies. The reflection essay should develop an analytical argument using course themes and readings to link theory to practice by describing the benefits and challenges of community engagement in development. For this essay, students should consider the following questions (although are not limited to these questions):

- What have you learned about international development as a result of participating in this community-engaged learning experience?
- What were your contributions to your group and what did you learn through this group work?
- How has your experience in the course contributed to your personal, professional, intellectual and intercultural growth?
- What have you learned about power, privilege and diverse roles in development?
- How has your experience with the community-engaged research project influenced, shifted or evolved your world view?

Criteria for the evaluation of this assignment will include: the extent of meaningful engagement with course content and themes; the originality of the contribution in relation to critical analysis, critical thinking and global understanding; the clarity, style, and editing of the essay

Length: ~3000 words
Deadline: **April 16 by 11:59pm**

Class/Group Participation (20%):

This course is designed to be highly participatory. Students are expected to come to seminars and presentations prepared to actively engage. Assessment will be based on active participation in class and group projects. This mark will be broken down into two parts: an instructor assessment (worth 10%) and a self/peer assessment (worth 10%).

The instructor assessment of class participation will be based on the following criteria: the degree to which student comments demonstrate comprehension of course material; the consistenccy of student comments during the Zoom seminar; the degree to which comments engage with and respect the seminar agenda and the comments of others; and the degree to which student comments demonstrate critical thinking, analysis, insight, and originality of comments.

The self/peer assessment will be based on the following criteria: meeting deadlines in a timely and efficient fashion; degree of cooperation with group members; work standards; contributions and initiative; and participation in group activities.

Readings

Required readings are outlined in schedule below. Please read in advance of class and come prepared to critically discuss and engage with materials.

Note that the schedule below is a rough guide. Specific dates may change in consultation between the course instructor, IDEV3300 students and FRI staff.

Weekly Schedule

Date	Topic	Reading
Week 1 Jan. 12 & 14, 2021	Introduction to community engaged learning and research Jan. 15: Deadline to sign up for your research team	(Jan. 12) Samantha Blostein (2020) "Tips for Virtual Exchange and Engaging Partners Online: Experiential Learning Opportunities Through Remote Partnerships." Guelph: University of Guelph. https://atrium.lib.uoguelph.ca/xmlui/bitstream/handle/10214/21189/Blostein_BestPracticesforVP_2020.pdf?sequence=1&isAllowed=y (Jan. 12) Find out as much as you can about Farm Radio International
Week 2 Jan. 19 & 21, 2021	Community-university partnerships Jan 21: Introductory meeting between Alex Therien (FRI) and IDEV3300 students	(Jan. 19) Sandy, M., & Holland, B. (2006). "Different worlds, common ground: Community partner perspectives on campus-community partnerships." *Michigan Journal of Community Service Learning*. 13(1), 30-43. Jan. 21: Find out as much as you can about Farm Radio International and come with questions about the organisation.
Week 3 Jan. 26 & 28, 2021	Ethics of community-engaged research **Jan. 29: Research Proposal Due** **Jan 31: Final day to complete IDI survey**	(Jan. 26) Coghlan, D. & Shani, A. B. (2005). "Roles, politics, and ethics in action research design." *Systemic Practice and Action Research*. December 2005, 18(6), 533–546. (Jan. 28) Maiter, S., Simich, L., Jacobson, N., & Wise, J. (2008). "Reciprocity: An ethic for community-based participatory action research." *Action Research*, 6(3), 305-325.

| Week 4

Feb. 2 & 4, 2021 | Intercultural Competence in Development Practice | Feb 2: Discuss feedback on proposals with Professor Paras and group work

(Feb. 4: IDI Debrief in class) Michael Vande Berg, R. Michael Paige, and Kris Hemming Lou, Eds. *Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It.* Sterling, Virginia: Stylus, 2012. Chapter 5. |
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| Week 5

Feb. 9 & 11, 2021 | Community-Based Research Methods | (Feb. 9) Ochocka, J., & Janzen, R. (2014). "Breathing life into theory: Illustrations of community-based research: Hallmarks, functions and phases." *Gateways: International Journal of Community Research and Engagement*, 7, 18-33.

(Feb. 11) University of Kansas Center for Community Health and Development. (2017). Community Toolbox. Chapter 36 Section 2: Community-based Participatory Research. http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/intervention-research/main |
| Week 6

Feb. 23 & 25, 2021 | Methods for a analyzing community contexts, needs, and assets

Meeting between FRI staff and IDEV3300 students (Date TBD) | (Feb. 23) University of Kansas Center for Community Health and Development. (2017). Community Toolbox. Chapter 3: Assessing community needs and resources. Read Sections 1 – 15. http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources

(Feb. 23) Tamarack Institute. (2017). Index of community engagement techniques https://cdn2.hubspot.net/hubfs/316071/Resources/Tools/Index%20of%20Engagement%20Techniques.pdf |
| **READING WEEK** | | |
| Week 7

Mar. 2 & 4, 2021 | Knowledge Mobilization and Communicating Results | (Mar. 2) Worton, S.K. & et al. (2017) "Evidence to Impact: A community knowledge mobilization framework." *Gateways: International Journal of Community Research and Engagement.* 10: 121-141.
(Mar. 4) Ontario Centre of Excellence for Child and Youth Mental Health. (2014). Knowledge Mobilization Toolkit. http://www.kmbtoolkit.ca/the-toolkit

(Mar. 4) Taylor, A. (2017). 6 Simple Tips for Communicating About Impact. Ontario Nonprofit Network. http://theonn.ca/wp-content/uploads/2015/12/6-Simple-Tips-For-Communicating-About-Impact.pdf

(Mar. 4) Brown, A. M. (2017). Why Nobody Reads or Uses Your Evaluation Report. |

		https://www.annmurraybrown.com/single-post/2016/1/13/4-Reasons-Why-Nobody-Reads-Or-Uses-Your-Evaluation-Report-Heres-How-to-Fix-It
Week 8 Mar. 9 & 11, 2021	Assessing Impact and Evaluating Change **Research Draft – Due March 12, 2021**	(Mar. 9) University of Kansas Center for Community Health and Development. (2017). Community Toolbox. Section 1. A Framework for Program Evaluation: A Gateway to Tools. http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main (Mar. 11) Blanke, A. & Walzer, N. (2013). "Measuring community development: what have we learned?" *Community Development*, 44(5), 534–550. http://cgs.niu.edu/publications/Blanke_Walzer_Measuring_CD.pdf
Week 9 March 16 & 18, 2021	Critiquing Community Engagement	(Mar. 16) Dempsey, S.E. (2010). "Critiquing Community Engagement." *Management Communication Quarterly*, 24(3), 359-390. (Mar. 18) Kristina Diprose. "Critical distance: doing development education through international volunteering." *Area*. 44(2). 2012: 186-192. (Mar. 18) Illich, I. (1968). "To Hell with Good Intentions." https://www.uvm.edu/~jashman/CDAE195_ESCI375/To%20Hell%20with%20Good%20Intentions.pdf
Week 10 March 23 & 25, 2021	Community Knowledge Exchange Practice Presentations	No readings.
Week 11 Mar. 30 & Apr. 1, 2021	Critical Reflection Community Knowledge Exchange Presentations (Date: TBD)	Langdon, J. & Agyeyomah, C. (2014) "Critical Hyper-reflexivity and Challenging Power: Pushing Past the Dichotomy of Employability and Good Global Citizenship in Development Studies Experiential Learning Contexts." In *Globetrotting or Global Citizenship: Perils and Potential of International Experiential Learning.* Edited by Tiessen, R. & Huish, R. Toronto: Toronto University Press.
Week 12 Apr. 6 & 8, 2021	Synthesis and Integration	(Apr. 6) Sarah L. Ash and Patti H. Clayton. (2009). "Generating, deepening, and documenting learning: The power of critical reflection in applied learning." *Journal of Applied Learning in Higher Education*. 1: 25-48.

	Community Engaged Research Final Product (incorporating partner feedback) – Due April 9, 2021 **Final Reflection Essay – Due April 16, 2021**	(Apr. 8) St. John's University Global Education. After study abroad – A resource guide for returned students. Pgs. 25 -27. https://forumea.org/wp-content/uploads/2019/09/Toolbox-A-Resource-Guide-for-Returned-Students.-CSBSJU-Returnee-Handbok.pdf

<div align="center">**COURSE POLICIES**</div>

Note: It is each student's responsibility to read and familiarise themselves with all course policies. By virtue of being registered in this course, it is assumed that you have agreed to abide by the following policies.

STATEMENT OF ROLES AND RESPONSIBILITIES

In order for us to function successfully in this class, we must all have integrity. Integrity means that each of us takes responsibility for ourselves, and our obligations to the course. As your course instructor, I make the following commitments:

1. To be on time for interactive Zoom seminars;
2. To be transparent and fair in the application of my grading policies;
3. To return your emails in a timely manner (within 48 hours);
4. To grade and return your work in a timely manner;
5. To provide feedback about your performance in the course;
6. To foster a safe and supportive learning environment;
7. To respect your opinions.

 In return, I request the following from you:

1) Respectful communication: One of the objectives of this class is to help you to develop the skills for engaging in dialogues with people with whom may not agree. Our goal is not to reach an ultimate consensus of opinion. Rather, the goal is to learn how to understand each others perspectives. During interactive Zoom seminars, we will discuss many controversial topics. In order to be able to analyse these topics and learn from each other, it is essential that members of the class be able to voice their opinions in an environment of respect. Even if you do not agree with the opinions of your classmate, I expect you to listen and present your disagreement in a respectful and open manner. At the same time, hateful or discriminatory language will not be tolerated in this class under any circumstance. This includes racist, homophobic, transphobic, sexist, and white supremacist views. If you express such an opinion, you can expect to be called out on it.

2) Zoom professionalism: In order for the class to run smoothly on Zoom, please follow all the guidelines in the Zoom Professionalism policy.

3) Email policy: Learning how to communicate professionally via email is an important skill that will serve you well in your future workplace. As such, I expect all email communication to be conducted in a professional manner. I receive dozens of emails every day, so clear and professional communication also helps me to work more efficiently. All of your emails should contain a brief description of the topic of the email in the subject heading, an appropriate greeting, a grammatically clear message, and an appropriate signature. I will not respond to any emails that do not contain these elements

These expectations provide a foundation for a smooth and respectful learning experience for everyone. Integrity means that you make an effort to do your best, even when failure happens. Even if failure does occur (as it often does), integrity means that you take

responsibility for those failures, rather than simply making excuses. Rather than going into a long explanation of what happened, I would prefer that you simply try to do better next time. Integrity requires us all to make our best effort no matter what circumstances arise, and to take ownership of our contributions to the course.

GRADE APPEAL PROCESS

If you disagree with a grade that you have received on an assignment, and you believe that there is a legitimate reason why the grade should be changed, you must submit an appeal IN WRITING to the course instructor. The written appeal must provide detailed reasons why you think the grade should be changed. The course instructor will re-read the assignment and consider your appeal. Note that the grade may stay the same, it might go up or it might go down.

LATE PENALTIES AND EXTENSIONS

All late assignments will be subject to a 5% late penalty per day, including weekends and holidays. Students who miss their seminar facilitation will not be permitted to reschedule, and will receive a zero for that portion of the grade.
Extensions for written assignments will only be granted under extenuating circumstances. Please contact the instructor as soon as possible before the deadline to submit your request for an extension.

ACADEMIC MISCONDUCT

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:
https://www.uoguelph.ca/registrar/calendars/undergraduate/2017-2018/c08/c08-amisconductoffen.shtml

ACCESSIBILITY

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or see the website: https://wellness.uoguelph.ca/accessibility/