

IDEV*3300
Engaging in Development Practice
Winter 2022

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:

- Tuesdays: ROZH 108
- Thursdays: 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 engaged research project determined in consultation with a community partner. During the W22 offering of the course, the community partner is the Engendering Disability-Inclusive Development (EDID) Research Partnership, which is based out of the Live Work Well Research Centre at the University of Guelph. 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 (LOs)

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, the microcredential course on identity and unconscious bias, 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: Engendering Disability-Inclusive Development (EDID) Partnership

During the W21 offering of the course, our community partner is the [EDID Partnership](#), which is based at the Live Work Well Research Centre at the University of Guelph. The project is led by Professor Deborah Stienstra, the Director of the Live Work Well Research Centre.

The Engendering Disability Inclusive Development (EDID) partnership (2020-27) brings together researchers, decision-makers and civil society organizations from Haiti, South Africa, Vietnam, Canada, the United Kingdom, the United States, Uganda, Australia, and Malta. EDID aims to:

- 1) Uncover, create, and share knowledge about women and girls' struggles for and progress toward disability-inclusive development, and ask how women and girls with disabilities contribute to discussions of rights and justice.
- 2) Engender disability-inclusive development policies to remove barriers and enable inclusion and participation.

EDID partners use collaborative, engaging and interactive approaches with communities and individuals to:

- Study gendered, disability and other experiences in four countries (South Africa, Vietnam, Haiti, and Canada) and internationally to contribute to education, research and practice about inclusive global development.
- Build and enhance mutual and inclusive relationships between researchers, students, disabled peoples' organizations (DPOs), development experts, and policy makers.
- Share knowledge among activists, researchers, and policy makers to better understand and address the challenges faced by diverse women and girls with disabilities.

The EDID partnership is undertaking four country studies in Vietnam, Haiti, South Africa, and Canada. All four countries have committed to important international human rights treaties, including the Convention on the Rights of Persons with Disabilities (CRPD). Each country team includes local knowledge holders, including at least one disabled peoples' organization and one country-based researcher. The country studies use community-based research approaches to decide what to study and how to conduct the research.¹

The course instructor has engaged in consultation with Dr. Deborah Stienstra about the IDEV 3300 collaboration since June 2021 to identify how IDEV3300 can support EDID's work through research. The EDID team has identified three distinct research projects in which IDEV3300 students will participate. IDEV3300 students will form three different research teams, and each team will focus on one of these projects:

Project #1

This project will be working in collaboration with the EDID South Africa team. The objective of this project is to develop small set of teaching cases on how local governments work with/on human rights issues in Southern Africa , specifically linked to disability. EDID will provide a template that students can use for developing these teaching cases.

Project #2

This project will be working in collaboration with the EDID Canada team. Under the CRPD framework, states must report their activities and progress in meeting the objectives of the Convention. Shadow reporting is a tool used by NGOs to support disability rights. By submitting a shadow report to a UN treaty body committee, NGOs can highlight issues that have been neglected in the state report. The objective of this project is to review shadow reports that have been submitted by disability rights organisations in South Africa, Vietnam and Hait. Students will also review Canadian shadow reporting work and some of the research on Canadian-funded disability and development projects. Students will then write a report that illustrates the shadow reporting process, how it has worked in the 4 countries and identify overlapping themes.

Project #3

This project will be working in collaboration with the EDID Canada team. The overarching objectives of the EDID Canada study are (1) to understand how diverse women and girls with disabilities meet their needs, achieve their dreams, and (2) to identify strategies to implement their dreams. To meet these objectives, members of this project will interview approximately 5 disability leaders in under-represented groups of women and girls with disabilities. Students will receive training and mentoring in interviewing, transcribing and collaborative thematic analysis. Students will prepare a report with their findings and share it with the EDID Canada partners.

¹ This description of the EDID Partnership draws from a project description provided by Dr. Deborah Stienstra to the course instructor.

Research Timeline

- June 24, 2021: Initial meeting between Dr. Paras and Dr. Stienstra to discuss possible community-engaged research collaboration
- July-October 2021: Consultations between Dr. Stienstra and country teams to identify research projects.
- October 26, 2021: Planning meeting with Dr. Paras and Dr. Stienstra
- November-December 2021: Submission of amendment to the University of Guelph Research Ethics Board to allow for student-led interviews in project #3
- January 18, 2022: Introductory meeting with Dr. Stienstra, Steve Estey (Human Rights Officer, Disabled Peoples International, member of the EDID Canada team) and IDEV3330 students. Steven Estey will provide an overview of disability and development issues, and Dr. Stienstra will provide an overview of the EDID project.
- January 20, 2022: Workshop with Bonnie Brayton (National Executive Director of DAWN Canada, member of the EDID Canada team) and Dr. Stienstra. Bonnie Brayton will provide an overview of gender, disability, and working with people with disabilities.
- February 15 or 17, 2021 (TBD): Check-in with project team leads
- March 18, 2022: Submit research draft
- March 24 and 29, 2021: Practice presentations.
- April 5, 2022: Community Knowledge Exchange Presentations
- April 7, 2022: Final research product due

Assignments and Evaluation

Assessment	Value	Learning Outcomes	Due Date
Research Proposal	10%	LO1	January 28
Research Draft; Research Final Product	30%	LO1, LO4	Draft: March 18 Final product: April 7
Community Knowledge Exchange Practice Presentation	5%	LO4	March 24/29
Community Knowledge Exchange Presentations	20%	LO4	April 5
Final Reflection Essay	15%	LO3, LO4	April 14
Class/Group Participation	20%	LO1, LO2, LO3, LO4	Weekly
BONUS GRADES: Microcredential Badge (“Who do you think you are?”: Identity and Unconscious Bias at Work)	3%	LO3	April 7

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 EDID. 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 28 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 18 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 7 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 EDID 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 April 5.

Each team will do a practice presentation on either March 24 or March 29. 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 14 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 consistency 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.

Microcredential Badge: “Who do you think you are?": Identity and Unconscious Bias at Work (3% BONUS GRADE)

One of the learning objectives for this course is to develop strategies for improving intercultural competence. Intercultural competence has been identified as a critical professional skill in the future workforce and a driver of innovation. It plays an especially important role in international development, given the nature of work in this sector. We will be doing intercultural learning activities throughout the semester in class. Additionally, you have the opportunity to build these skills and earn a microcredit badge by taking the course [“Who do you think you are?": Identity and Unconscious Bias at Work.”](#) This is a microcredit that you will earn through the University of Guelph’s OpenEd office. If you successfully complete the microcredit and submit your badge to the Dropbox, you will receive an additional 3% bonus mark on your final grade.

You should work on this microcredit on your own pace throughout the semester. The deadline to submit your badge to the Dropbox is April 7.

COURSE POLICIES

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/>

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 our EDID partners.

Weekly Schedule

Date	Topic/Deadlines	Reading
Week 1 Jan. 11 & 13, 2022	Introduction to community engaged learning and research Jan. 14: Deadline to sign up for your research team	<p>(Jan. 11): Course overview</p> <hr/> <p>(Jan. 13) 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</p>
Week 2 Jan. 18 & 20, 2022	Introduction to disability and development Jan 18: Introductory meeting with Dr. Stienstra and Steve Estey Jan 20: Workshop with Bonnie Brayton and Dr. Stienstra Jan 23: Final day to complete IDI survey	<p>(Jan. 18) David Black and Deborah Stienstra. 2016. “Creative encounters: disability studies meets development studies.” <i>Third World Thematics</i>. 1(3): 285-291.</p> <p>(Jan. 18) EDID Annual Report, 2020-2021.</p> <hr/> <p>(Jan. 20) Julianne M. Acker-Verney. 2016. “Embedding intersectionality and reflexivity in research: doing accessible and inclusive research with persons with disabilities.” <i>Third World Thematics</i>. 1(3): 411-424.</p> <p>(Jan. 20) Members of project #1 should read: David R. Black and Jacqueline de Matos-Ala. 2016. “Building a more inclusive South Africa: progress and pitfalls in disability rights and inclusion.” <i>Third World Thematics</i>. 1(3): 335-352.</p> <p>(Jan. 20). Members of projects #2 and #3 should read: Deborah Stienstra and Steve Estey. 2016. “Canada’s responses to disability and global development.” <i>Third World Thematics</i>. 1(3): 382-395.</p>

<p>Week 3</p> <p>Jan. 25 & 27, 2022</p>	<p>Community-engaged research / Intercultural Competence in Development Practice</p> <p>Jan. 25: Workshop on community-engaged research with Lindsey Thompson</p> <p>Jan. 27: IDI Debrief in class</p> <p>Jan. 28: Research Proposal Due</p>	<p>(Jan. 25) Cynthia Gordon de la Cruz. 2017. "Critical Community-Engaged Scholarship: Communities and Universities Striving for Racial Justice." <i>Peabody Journal of Education</i>. 92: 363-384.</p> <hr/> <p>(Jan. 27) Mitchell R. Hammer. 2012. "The Intercultural Development Inventory: A New Frontier of Assessment." In <i>Student Learning Abroad: What Our Students Are Learning, What They're Not, and What We Can Do About It</i>. Michael Vande Berg, R. Michael Paige, and Kris Hemming Lou, Eds. Sterling, Virginia: Stylus.</p> <p>(Jan. 27): Watch video: Lynne Mitchell, "Intercultural Process Model."</p>
<p>Week 4</p> <p>Feb. 1 & 3, 2022</p>	<p>Interview Research</p> <p>Feb. 1: Workshop on conducting interviews with Lindsey Thompson</p>	<p>(Feb 1): Herbert J. Rubin and Irene S. Rubin. 2005. "The Responsive Interview as an Extended Conversation." In <i>Qualitative Interviewing: The Art of Hearing Data</i>. Thousand Oaks: SAGE Publications.</p> <p>Recommended: Tom Wengraf. 2011. "The Session." In <i>Qualitative Research Interviewing</i>. London: SAGE Publications.</p> <hr/> <p>(Feb. 3): No readings. Dr. Paras gives feedback on proposals; group work in class.</p>
<p>Week 5</p> <p>Feb. 8 & 10, 2022</p>	<p>Community—Engaged Research (continued)</p>	<p>(Feb. 8) 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</p> <hr/> <p>(Feb. 10) Maiter, S., Simich, L., Jacobson, N., & Wise, J. (2008). "Reciprocity: An ethic for community-based participatory action research." <i>Action Research</i>, 6(3), 305-325.</p>

<p>Week 6</p> <p>Feb. 15 & 17, 2022</p>	<p>Methods for a analyzing community contexts, needs, and assets</p> <p>Feb. 15 or 17 (TBD): Meeting between EDID project leads and IDEV3300 students</p>	<p>(Feb. 15) University of Kansas Center for Community Health and Development. (2017). Community Toolbox. Chapter 3: Assessing community needs and resources. Read Sections 1, 2, 5, 8, 12, 14, and 15. http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources</p> <p>(Feb. 17): Check-in with project team leads</p>
<p>READING WEEK</p>		
<p>Week 7</p> <p>Mar. 1 & 3, 2022</p>	<p>Knowledge Mobilization and Communicating Results</p>	<p>(Mar. 1) Worton, S.K. & et al. (2017) “Evidence to Impact: A community knowledge mobilization framework.” <i>Gateways: International Journal of Community Research and Engagement</i>. 10: 121-141.</p> <p>(Mar. 3) 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</p> <p>(Mar. 3) 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</p>
<p>Week 8</p> <p>Mar. 8 & 10, 2021</p>	<p>Academic-practitioner collaborations and experiential learning</p>	<p>(Mar. 8) Emily McGiffen. 2021. “Academic-practitioner collaboration in the neoliberal university.” <i>Canadian Journal of Development Studies</i>. 42(3): 306-325.</p> <p>(Mar. 10) Robert Huish. 2021. “Global citizenship amid COVID-19: why climate change and a pandemic spell the end of international experiential learning.” <i>Canadian Journal of Development Studies</i>. 42(4): 441-458.</p>
<p>Week 9</p> <p>March 15 & 17, 2021</p>	<p>Critiquing Community Engagement and Experiential Learning</p> <p>Research Draft – Due March 18</p>	<p>(Mar. 15) Dempsey, S.E. (2010). “Critiquing Community Engagement.” <i>Management Communication Quarterly</i>, 24(3), 359-390.</p> <p>(Mar. 15) Illich, I. (1968). “To Hell with Good Intentions.” https://www.uvm.edu/~jashman/CDAE195_ESCI375/To%20Hell%20with%20Good%20Intentions.pdf</p>

		(Mar. 17) 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 <i>Globetrotting or Global Citizenship: Perils and Potential of International Experiential Learning</i> . Edited by Tiessen, R. & Huish, R. Toronto: Toronto University Press.
Week 10 March 22 & 24, 2021	Critical Reflection/ Community Knowledge Exchange Practice Presentations	(Mar. 22) In-class consultations with Writing Services (Mar. 24): Practice presentations (Projects #1 and #2)
Week 11 Mar. 29 & Mar. 31, 2021	Community Knowledge Exchange Practice Presentations	(Mar. 29): Practice presentations (Project #3) (Mar. 31): No class
Week 12 Apr. 5 & 7, 2021	Synthesis and Integration April 5: Community Knowledge Exchange Presentation April 7: Community Engaged Research Final Product due April 14: Final Reflection Essay due	(Apr. 5): Community Knowledge Exchange Presentation (Apr. 7) Sarah L. Ash and Patti H. Clayton. (2009). “Generating, deepening, and documenting learning: The power of critical reflection in applied learning.” <i>Journal of Applied Learning in Higher Education</i> . 1: 25-48.