

WISCIENCE COMMUNITY-BASED LEARNING FRAMEWORK

FRAMEWORK COMPONENT: PATHWAYS TO PARTICIPATION IN PUBLIC LIFE

OVERVIEW

This is part of a series of example activities based upon components from the Wiscience community-based learning (CBL) framework and how they are used in Wiscience courses for different groups of students: first-year undergraduate students, undergraduate students of any level, and graduate students. Prompts and summaries of student responses are included for each.

TOPIC: UNDERSTAND PATHWAYS TO PARTICIPATION IN PUBLIC LIFE

Broad Goals

- Examine previous experiences with public service
- Consider the role of public service & science in society through several lenses

In the context of the CBL framework, these activities fall into the “**Civic**” domain and the “**Understand Pathways to Participation in Public Life**” student outcome; highlighted in green on the CBL framework on the following page.

The courses described in this activity resource are:

- Exploring Service in STEM (First-Year undergraduate students)
- Service with Youth in STEM (Open to all undergraduate students; primarily juniors and seniors)
- Public Service in STEM (Graduate students and post-doctoral fellows)

Since this student outcome is a foundational student outcome on the CBL framework, students at all levels begin with the same lens and pre-class preparation:

READING

As part of their pre-class preparation, students at all levels read through the Haas Center’s for Public Service (Stanford University) [Pathways to Public Service](#) model, focusing on the civic entry areas of Community Engaged Learning and Research, Direct Service, Policy and Governance, Community Organizing and Activism, Philanthropy, and Social Entrepreneurship and Corporate Responsibility.

WISCIENCE Community-Based Learning Framework A resource for instructors and students in community-based learning courses						
Learning Domains ¹	ACADEMIC AND PROFESSIONAL DOMAIN	CIVIC DOMAIN	COMMUNITY ENGAGEMENT DOMAIN	DIVERSITY AND INTERCULTURAL DOMAIN	PERSONAL GROWTH AND LEADERSHIP DOMAIN	SOCIAL AND COMMUNICATION DOMAIN
Student Outcomes ²	Learn disciplinary concepts through integration of course and community settings	Understand pathways to participation in public life	Engage with community members	Develop knowledge of diverse human experiences	Develop leadership skills	Develop active listening skills
	Demonstrate understanding of disciplinary concepts in an applied setting	Develop the skills to participate in civic life	Develop independence in community-engaged work	Interact effectively across differences	Develop ability to accurately self-assess knowledge and skills	Develop interpersonal communication skills
	Consider the public purpose of scholarship	Develop and integrate civic identity	Develop the ability to learn through critical reflection	Develop a systems view of power, privilege, and bias	Develop awareness of personal identity	Develop teamwork and collaboration skills
	Develop experience and skills relevant to career development	Develop civic agency and self-efficacy	Understand and adapt to the culture and context of community environments	Develop skills to approach work with cultural humility	Develop resilience	Develop and maintain authentic relationships
	Articulate the value and challenges of translating theory into practice	Develop knowledge of contemporary societal issues	Understand how large social forces are localized in the community	Recognize and honor individual lived experience and contributions of others	Act in an ethical and socially responsible manner	Engage controversial social issues with civility
			Value community engagement and collective action to affect social change		Develop a values framework through which societal and institutional structures can be interrogated	

This framework is used to guide community engaged programming at WISCIENCE, is available for other educators to use, and is licensed under [CC BY-NC 4.0](#). It was developed by Jessica TeSlaa (WISCIENCE) and Mo Bischof (Office of Assessment), and adapted by Anna Courtier (WISCIENCE). It was funded by an Undergraduate Science Education grant from the Howard Hughes Medical Institute to the University of Wisconsin–Madison (#52006959) and by the Wisconsin Institute for Science Education and Community Engagement (WISCIENCE).

¹ **Learning domains** – Broad categories encompassing multiple student outcomes, which have been generated both through participatory workshops with CBL instructors and by consulting the literature.

² **Student outcomes** – Areas of focus which an instructor might use to guide development of clear and measurable learning outcomes or objectives. As written in the framework, they are generally too broad to be considered specific learning outcomes themselves.

EXPLORING SERVICE IN STEM

SERVICE WITH YOUTH IN STEM

FRAMEWORK COMPONENT: PATHWAYS TO PARTICIPATION IN PUBLIC LIFE

OVERVIEW: DEVELOP AWARENESS ENTRY POINTS TO CIVIC ENGAGEMENT

A primary goal for discussing different pathways as entry points of civic engagement is to highlight roles that students have already or could be taking and interacting with their community. This is done during the first or second week of the class.

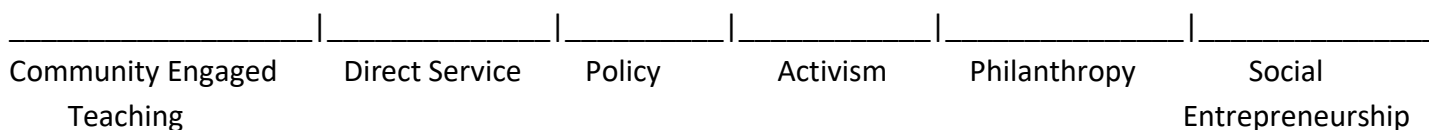
PRE-CLASS PROMPT

For first year students: Read the Pathways to Public Service overview. Set a timer for 3 minutes. In that time, write down as many experiences you personally have had with public service and civic engagement that you can think of and bring this list to class.

For upper-level undergraduates: Read the Pathways to Public Service overview.

IN-CLASS ACTIVITY

(Instructor): Draw the axis of a histogram on a whiteboard, with plenty of room between each of the pathways to public service, shortened as:



- For first-year students: Have each student pull out their lists of past public service activities.
- For upper-level students: Have students brainstorm previous service activities in real time.
- For all: Each student should write their experiences on post-it notes.
 - One experience = One post-it note.
- After each list has been converted to post-it notes, students should go up to the board and put their post-it note above the category that it best fits into.

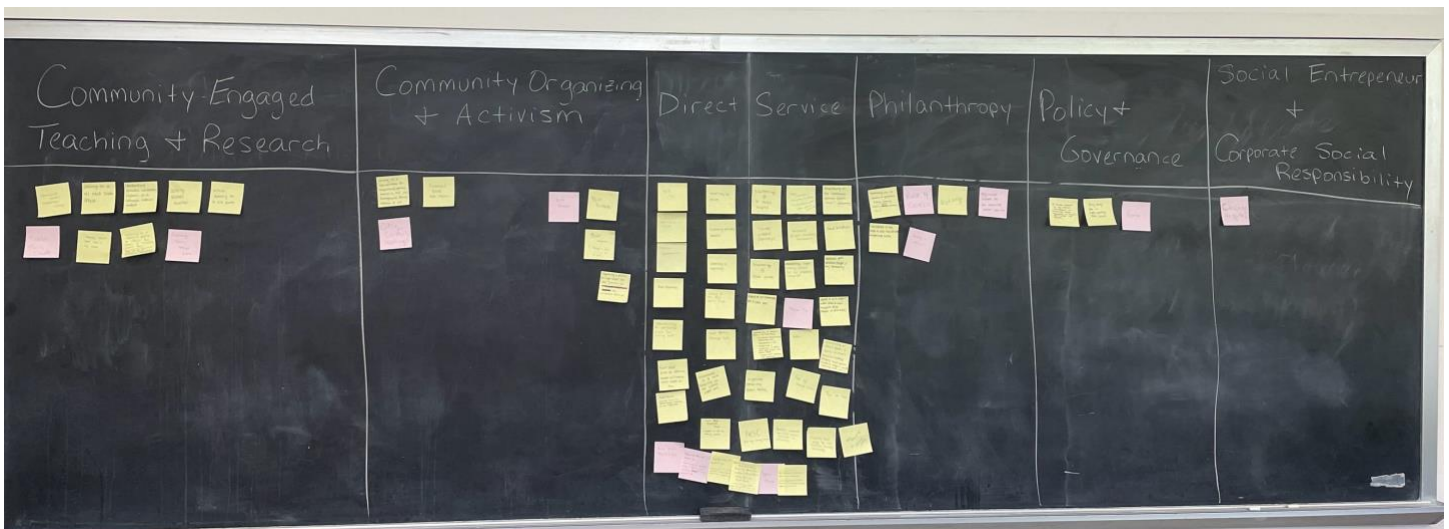
DISCUSSION POINTS

After the “post-it note bar graph” has been completed and includes everyone’s experiences, discuss which categories have the most participation any why. This usually works well as a large group discussion. If students are quiet, having students discuss in small groups and then share out their thoughts can be helpful.

From year to year, for undergraduates the direct service pathway consistently includes the most experiences by far.

- Why?
 - Inexpensive
 - Often doesn’t require specific expertise
 - Many opportunities that are easy to find
 - Easy to volunteer with friends (Can be a social activity)
 - Service hours required in high school
 - More?
- Are there other ways students can begin to get involved?
 - Allow time for student suggestions or questions first
 - Direct first-year students to student organization fairs
 - Student organizations focus on areas representing all pathways in some way or another
 - What are you interested in?
 - Vote
 - Activism
 - Direct students to university resources for voter registration, polling processes
 - For first-year students, many of them will be voting for the first time, especially in the fall semester

SAMPLE RESULT



PUBLIC SERVICE FELLOWS PROGRAM

FRAMEWORK COMPONENT: PATHWAYS TO PARTICIPATION IN PUBLIC LIFE

OVERVIEW: DEVELOP AWARENESS ENTRY POINTS TO CIVIC ENGAGEMENT

A primary goal for discussing different pathways as entry points of civic engagement is to highlight roles that students have already or could be taking and interacting with their community. The Public Service Fellows program supports a cohort of graduate students and post-doctoral fellows who are interested in connecting their work to issues of public concern. Each of the pathways is discussed individually throughout the course, and fellows' previous experiences categorized by pathways are also examined early in the class.

PRE-CLASS PREPARATION

Read:

Review the brief document that lays out the Haas Center's for Public Service (Stanford University) [Pathways to Public Service](#) model, developed by Stanford University's Haas Center for Public Service. This framework provides part of the structural foundation of this program, so please familiarize yourselves with the descriptions of the six pathways.

Reflect:

Bearing in mind the Pathways of Public Service and Civic engagement framework, create a list of all of the public service and civic engagement activities or experiences you can remember taking part in. After completing your list, reflect upon the following questions and ideas.

- What patterns emerge from this list of previous experiences?
- What factors were you considering when you chose to participate in these ways? What unconscious factors played a role in your participation?
- What (if any) societal issues were relevant to your experiences? How effectively were they addressed through your activities?

IN-CLASS

- Students map their experiences onto two different diagrams
- Have each student pull out their lists of past public service activities.
- Each student should write their experiences twice on post-it notes.
 - One experience = TWO post-it notes.

Step 1:

- Using the first set of post-it notes, students organize their experiences into an “activity vs pathway” graph similar to the one that the undergraduate students also complete.

Step 2:

- Students use the second set of post-it notes to organize and visualize their experiences in a framework based on the [PACE program’s Civic Engagement Primer](#).
- Have students reflect upon each of their “post-it note experiences,” and then decide where that experience falls on:
 - A spectrum between and Individual vs Systems spectrum
 - A spectrum between a Local vs National impact scale.
- Emphasize that all spaces within the Focus/Impact are areas that are meaningful. No experience should be seen as “less than” compared to others.

DISCUSSION POINTS

After the “post-it charts” have been completed and include everyone’s experiences, discuss which categories have the most participation and why.

Why do graphs vary by educational level? Why do they vary by cohort?

- More time to accumulate experiences
- Gap years between undergraduate and graduate school yield additional experience
- Different stages in graduate school (ex. Dissertator vs younger)
- (Sometimes) more income to participate in events
- Current events, especially public health or political events
- Individuals may have fellowship/award experience that can impact distribution of both the pathways as well as the components of the Individual-Systems and Local-National experiences
- Note: Variations between Public Service Fellows program cohorts vary from year to year as well

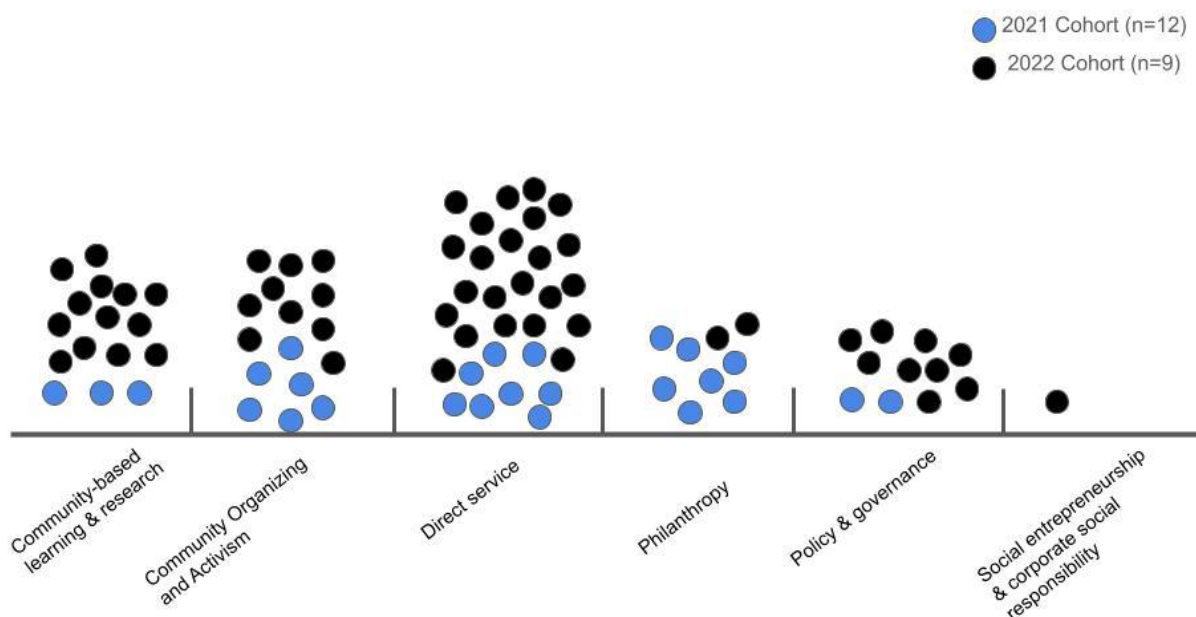
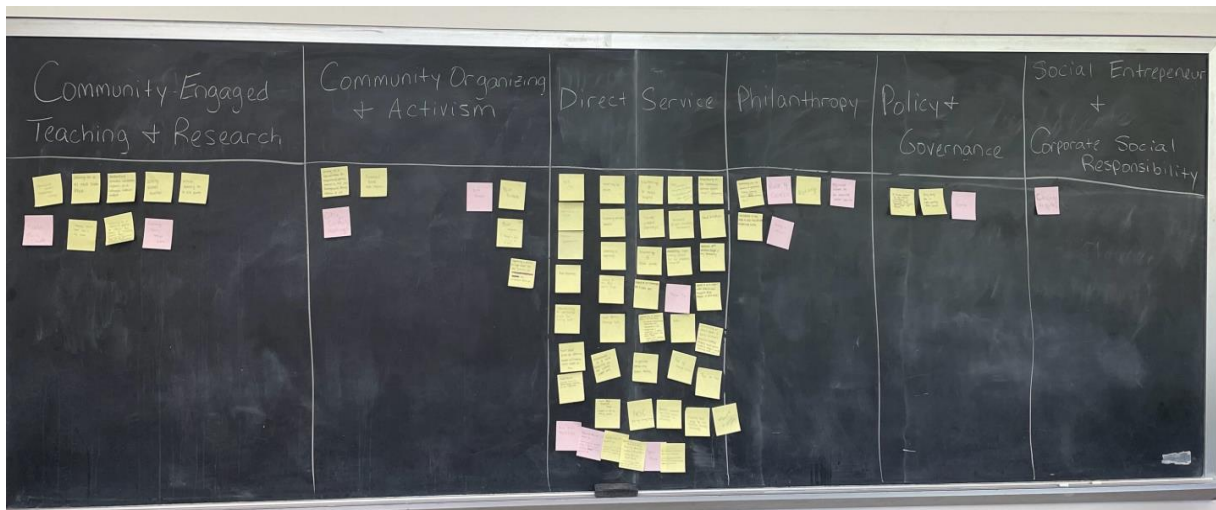
Debrief: What is not captured by looking at engagement opportunities from these perspectives? Are there other issues, comments, or questions you have as a group?

SAMPLE RESULTS

Note: For the Public Service Fellows versions shown here, students completed this activity online due to public health restrictions for in-person meetings. This was done in real time on a Google doc. Each cohort started with a blank diagram; they have been combined here for the sake of comparison. Data has intentionally not been turned into a bar graph in an attempt to visually match the post-it note version.

Pathways to Public Service:

Comparison of undergraduate (top) of pathway participation with that of graduate student and postdoctoral fellows (bottom), and comparison of different cohorts of the Public Service Fellows for each pathway category.



Pathways of Public Service & Civic Engagement

PACE Civic Engagement Primer:

Graduate students and post-docs also examined the distribution of participants' previous community engagement activities along an Individual-to-Systems Focus spectrum against a Local-National Impact Scale. The distribution of points may reflect differences in individual experiences as well as the influence of spatial relationships and patterns of colleagues saw while mapping in real time.

