

Social Responsibility

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LEAP Texas Webinar

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WEBINAR AGENDA

- Introductions & Perspectives on the Topic
- The Nature of Social Responsibility
- Challenges & Opportunities for Learning, Teaching & Assessing Social Responsibility
- Examples of Teaching for Social Responsibility
- Other Resources
- Q & A



THE NATURE OF SOCIAL RESPONSIBILITY

- Multifaceted (see THECB definition below)
- *“Social Responsibility is to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities.”*
- Social skills/behaviors/dispositions learned through practice
- Qualitative and somewhat abstract
- Cross-disciplinary
- Other distinctive characteristics?



CHALLENGES & OPPORTUNITIES FOR LEARNING, TEACHING & ASSESSING SOCIAL RESPONSIBILITY

Experiential, non-traditional pedagogies (selected HIPs)

- Effective educational practices that promote
 - Active student involvement
 - Deep integrated learning
- Co-curricular initiatives
- Immersion experiences
- Leadership Training
- Cohorts
- Community based interactions
- Senior capstone type experiences
- Integrative learning in social settings, campus to global
- Research with a faculty mentor

CHALLENGES & OPPORTUNITIES FOR LEARNING, TEACHING & ASSESSING SOCIAL RESPONSIBILITY (CONT.)

Authentic assessment

- Assessment that measures a real-world task, demonstrates application of essential knowledge and skills
- Qualitative, reflective, performance-based
- Often not a right or wrong answer
- Provide multiple pathways for demonstration of skills
 - Reflections
 - Observations
 - Portfolios
- Rubrics
 - Used to show extent of performance
 - Ranges of learning

Reflection 2 - ED4314

Instructions

Please complete the following questions and submit this typed document on Blackboard by December 9.

1. Describe how you think your teaching has changed during this practicum experience? What do you consider your strengths to be now? What was good about the way the students responded to you as the teacher?
2. How do you know students learned something?
3. What do you consider you still need to work on as far as teaching science?
4. From the teaching that you did and the school you were working in, what have you learned about civic and social responsibility? Do teachers have these responsibilities? Are they important? How did the school you worked with benefit from your involvement in their community?
5. Discuss how this teaching experience is beneficial to your future teaching career.

Reflection 2 - ED4314

I feel like as the semester went on that I grew more comfortable with my students and my ability to teach them. It was so neat seeing them grow as well because when I first came in they struggled with what I taught, but as we both saw each other more we figured out how and what worked best together. One of my strengths now is knowing how to teach the material. At first when I went in I was terrified that the students would think I was a joke because I did not know how to teach, but the more often I went, the more I understood that they loved when we came to their classroom. I also feel like I have a little bit better class management now because at first I would get frustrated easily and now I can do certain things to make the students calm down or reward them for good behavior. It amazed me how much the students were willing to do for me when I showed them I cared. It was amazing how much changed in such a short amount of time. I noticed that the students were agitated at first because I didn't exactly have the swing of things down my first couple of times, but soon after we all got acquainted with each other we were rocking and rolling.

Every time I would come back after being gone from Thursday-Tuesday the students would be so excited to learn new lessons and retell us what they learned from last week. The other two teachers that were in the room were obviously teaching something different, so when they got to my station they would tell me what they learned the time before and that was how it was with every group. On the very last day we were there the teacher had them draw their favorite lesson on a piece of paper and a lot of them drew what they learned about my adaptations lesson. It was so heartwarming to see that they enjoyed the lesson so much and could retell the lesson by using a simple drawing and a picture.

One thing that I think still needs improvement would have to be me deepening my knowledge with science material. The students had questions that I could not answer sometimes, so I felt inadequate, but other than that I enjoyed my time there. The students in our class were so much more knowledgeable than I initially gave them credit for so added more rigor to my lessons is a must. Science is probably my favorite subject to teach, so just brushing up on all the necessary material is a must.

I truly believe that teachers have a social responsibility to students because we are potentially bettering their futures and the futures of others. We as teachers, in a way have a duty to provide them a quality education and prepare them for what comes next. We can possibly provide a balance for children and a constant structure that could be crucial to them. Social responsibility is in sorts a type of benefit to the society as a large and I as an educator am preparing my students for this in the future. As a learning student, I noticed that this school was very involved within the community and so were their students, so them allowing us in their classrooms to educate their student was a big deal to me. They allowed us to come into these children's lives and have a positive impact to go to college and get an education to better themselves.

This experience has been so beneficial to future career as an educator because it has shown me how the best students behave and how some of the

problems students behave. It gave me a wide spectrum as to how to run a classroom and maintain order amongst so many students at once. It has shown me how to be patient with students who are trying to figure things out for themselves and not just blurt out the correct answer. Also, children work best when they are able to communicate with their peers. Talking about problems and scenarios is a big part of how they can understand material. This has forever changed my life because of what the children have taught me, and not what I taught them.

Social Responsibility Rubric

SLO's/Indicators	Exemplary (4)	Proficient (3)	Emerging (2)	Insufficient or Incomplete (1)
SR1 Intercultural Competence <i>SR1.1 Intercultural Awareness</i>	Demonstrates sophisticated awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Demonstrates substantial awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Demonstrates partial awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Demonstrates minimal awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.
<i>SR1.2 Intercultural Communication</i>	Tailors communication strategies to effectively navigate the cultural differences in verbal and nonverbal communication.	Communicates in a cultural context and demonstrates substantial understanding of cultural differences in verbal and nonverbal communication.	Communicates in a cultural context and demonstrates partial understanding of cultural differences in verbal and nonverbal communication.	Communicates in a cultural context, but demonstrates minimal understanding of cultural differences in verbal and nonverbal communication.
SR2 Civic Responsibility <i>SR2.1 Connecting Civic Knowledge and Responsibility</i>	Consistently integrates knowledge from one's own study/field/discipline with civic responsibility and one's own civic participation.	Consistently integrates knowledge from one's own study/field/discipline with civic responsibility or to one's own civic participation.	Begins to integrate knowledge from one's own study/field/discipline with civic responsibility or to one's own civic participation.	Demonstrates knowledge (facts, theories, etc.) relevant to civic responsibility and to one's own civic participation.
<i>SR2.2 Civic Communication</i>	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Communicates in civic context by demonstrating the ability to do all of the following: express, listen, adapt ideas and messages based on others' perspectives.	Communicates in a civic context by demonstrating the ability to do more than one of the following: express, listen, adapt ideas and messages based on others' perspectives.	Communicates in a civic context by demonstrating the ability to do one of the following: express, listen, adapt ideas and messages based on others' perspectives.
SR3 Community Engagement <i>SR3.1 Connecting Learning and Engagement</i>	Provides evidence of mutually beneficial community engagement and clearly articulates what was learned through the engagement experience (activity, sufficient learning and community benefit).	Provides evidence of community activity and clearly articulates what was learned as a result (activity, sufficient learning, but no benefit to community).	Provides evidence of community activity and minimally expresses what was learned as a result (activity, minimal learning, but no benefit to community).	Provides evidence of community activity but does not indicate that anything was learned as a result (activity but no learning or benefit to community).
<i>SR3.2 Community Action and Reflection</i>	Provides evidence of and a commitment to meaningful community action accompanied by reflective insights or analysis about the aims and accomplishments of one's action.	Provides evidence of and an interest in community focused action, with reflective insights or analysis about the aims and accomplishments of one's action.	Provides evidence of community focused action and begins to reflect or describe how this action may benefit individual(s) or communities.	Provides evidence of some community focused action but shows little understanding of its aims or effects.

1. This rubric adapted from the AAC&U *VALUE Rubrics* for 1) Civic Engagement and 2) Intercultural Knowledge and Competence.
2. *Social Responsibility* is to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. (THECB)
3. Evaluators are encouraged to assign a zero (0) to any work sample that does not meet the “Insufficient or Incomplete (1)” level of performance. Leave blank if not observed.

TEACHING FOR SOCIAL RESPONSIBILITY

EXAMPLE #1: TEACHER EDUCATION

Teaching social responsibility is not just a core skill!

In Teacher Education:

Two facets of teaching for Social Responsibility

- Teaching pre-service teachers to be socially responsible
- Teaching how to include social responsibility in lesson plans and teaching field experiences



EXAMPLE #1 (CONT.)

Teaching pre-service teachers to be socially responsible

- Develop a democratic community of learners by
 - Using collaboration and cooperative learning strategies such as jigsaw
 - Dialogue
 - Debate
- Teaching how to solve conflicts
- Address controversial issues
- Asking essential questions to promote dialogue
 - What do they know what don't they know
 - Why, what, who, where, when questions to start
 - Dig deeper for more critical thinking



EXAMPLE #1 (CONT.)

Teaching how to include social responsibility in lesson plans and teaching field experiences

- **Lesson Plans**
 - Discuss social responsibility topics – such as recycling
 - Align topics to state standards
 - 5E model of inquiry based science – Engage, Explore, Explain, Elaborate, Evaluate
 - Engaging students in K-8 classroom
 - Explore with a hands-on activity
 - Explain – teach for understanding
 - Elaborate – activity that invites action



EXAMPLE #1 (CONT.)

Teaching how to include social responsibility in lesson plans and teaching field experiences

- **Field Experience**
 - In classrooms
 - Role of teachers as an agent of social responsibility
 - Discover social responsibility in the classroom/school
 - Reflect on classroom teachers attitudes and actions



EXAMPLE #1 (REVIEW)

Two facets of teaching for Social Responsibility

- Teaching pre-service teachers to be socially responsible
- Teaching how to include social responsibility in lesson plans and teaching field experiences

Outcome:

Beginning teachers who understand their own social responsibility and can teach K-8 students with understanding.



EXAMPLE #2: CO-CURRICULAR CONNECTION

- Connects classroom content with a co-curricular, experiential activity
- Gets students connected/engaged with another campus unit or community agency
- Applicable to any level and/or discipline with the curriculum
- Requires minimal class time
- Requires minimal faculty administrative time
- Allows students some autonomy in choosing the activity
- Fosters critical reflection
- Scaffolding the assignment/assessment is straightforward
(*Proposal, Progress Report, Summative Reflection*)



EXAMPLE #2 (CONT.)

Attachments (next 5 slides)

- Assignment Overview
- Activity Proposal
- Progress Report
- Summative Reflection
- Rubric



KIN 3333 Motor Development – CONNECTING Social and Motor Development

Kinesiology students enrolled in KIN 3333 Motor Development have a unique opportunity to connect classroom learning with their physical activities outside of class. Human development is multifaceted. We develop mentally, emotionally, socially, physically, etc. These facets or domains of human development are non-discrete and highly interrelated. So, while KIN 3333 focuses on human motor development, the interconnections between motor development and other domains of human behavior are also emphasized and investigated in this course.

Given ASU's emphasis on social responsibility and the associated *CONNECT!* initiative, students in KIN 3333 will have an opportunity to connect the content of this course to the physical activity that they perform and/or lead outside of class. For instance, many kinesiology students participate in intramurals. Intramurals provide students a significant motor and social development opportunity. Additionally, some kinesiology students have part-time jobs or volunteer as fitness instructors, after-school physical activity supervisors, or youth-sport coaches. These leadership positions provide valuable opportunities to observe and affect the motor and social development of others.

The *CONNECT!* assignment for this course is therefore rather simple. First, each KIN 3333 student will submit a proposal using the attached Proposal Template. To complete the proposal, choose one physical activity program from the following list, briefly describe the activity, and discuss what you hope to accomplish. The options are:

- Participate in intramural sports;
- Participate in intercollegiate athletics;
- Participate in a UREC group physical activity program;
- Participate in a community-based group physical activity program (YMCA, city recreational league, etc.);
- Instruct/supervise a youth play, sport, or recreational program;
- Instruct/supervise an adult or senior adult sport or recreational program;
- Participate/instruct/supervise some other instructor-approved physical activity program.

Once students receive instructor approval, they participate in the activity for the remainder of the semester with the intent of connecting what is learned in class regarding the integration of social and motor development with the social and motor development that is experienced (personal development and observed development of others) through participation in the activity outside the classroom.

Students submit a progress report (see Progress Report Template) at mid-term and a reflection paper (see Reflection Template) at the end of the semester. The prompts on these templates and rubric used to assess the reflection paper are provided at the beginning of the semester so student can be aware of the assignment's expectations as they participate in the activity.

KIN 3333 Motor Development

Template: *CONNECT!* Activity Proposal

Note: Since this activity is intended to help you make connections between motor and social development, the activity you choose must allow for significant interaction with others. No individual workouts.

Please respond to the following items. The length of responses will vary, but should generally be 50 to 100 words.

1. Briefly describe the physical activity program that you plan to participate in this semester, including the type of activity, the developmental level of the participants, and your role (participant or leader) in the activity.

2. What do you hope to accomplish (or hope that the participants would accomplish if you were a leader of this program), both physically and socially, by participating in this physical activity program?

KIN 3333 Motor Development

Template: *CONNECT!* Activity Progress Report

Please respond to the following items. The length of responses will vary, but should generally be 50 to 100 words.

- 1. Briefly describe the physical activity program that you are writing about in this paper including the type of activity, the developmental level of the participants, and your role (participant or leader) in the activity.**
- 2. What did you hope to accomplish (or hope that the participants would accomplish if you were a leader of this program), both physically and socially, by participating in this physical activity program?**
- 3. What progress are you (or if you were a leader, your participants) making toward the accomplishment of your physical and social goals? Are there accomplishments that you didn't consider at the beginning? If so, what were they?**
- 4. What connections do you see between the content of this course (KIN 3333 Motor Development) and your experiences in this physical activity program?**
- 5. How well is the leader(s) of this program demonstrating social responsibility? Please provide examples.**

KIN 3333 Motor Development

Template: *CONNECT!* Activity Reflection Paper

Please respond to the following items. The length of responses will vary, but should generally be 50 to 100 words.

- 1. Briefly describe the physical activity program that you are writing about in this paper including the type of activity, the developmental level of the participants, and your role (participant or leader) in the activity.**
- 2. What did you hope to accomplish (or hope that the participants would accomplish if you were a leader of this program), both physically and socially, by participating in this physical activity program?**
- 3. Did you (or if you were a leader, your participants) accomplish your physical and social goals? Were there accomplishments that you didn't consider at the beginning? If so, what were they?**
- 4. What connections do you see between the content of this course (KIN 3333 Motor Development) and your experiences in this physical activity program?**
- 5. How well did the leader(s) of this program demonstrate social responsibility? Please provide examples.**
- 6. Will you continue to be involved in this kind of physical activity program? If not, why? If so, what do you hope to accomplish?**
- 7. How did your participation in this physical activity program help you become a more responsible citizen?**

Rubric

Name Rubric: CONNECTING Social and Motor Development

Description

Rubric Detail

Criteria	Levels of Achievement			
	Outstanding	Acceptable	Needs Improvement	Unacceptable
Written Communication Weight 40.00%	100 % No flaws in grammar, clarity, and/or organization.	80 % Minor flaws in grammar, clarity, and/or organization.	60 % Major flaws in grammar, clarity, and/or organization.	20 % Does not meet expectations for college-level writing
Connecting Engagement & Content Knowledge Weight 30.00%	100 % Demonstrates higher thinking (ability to analyze, synthesize, apply and/or evaluate) by connecting content knowledge and learning through engagement	80 % Provides multiple examples of the connection between learning through engagement and course content	60 % Minimally connects learning through engagement with the course content	0 % Does not connect learning through engagement with the course content
Critical Reflection & Future Action Weight 30.00%	100 % Demonstrates thoughtful, reflective insight and purposeful participation in engagement activity and other course content and a strong commitment to future accomplishments for self or others	80 % Demonstrates thoughtful, reflective insight regarding the present activity but makes little or no connection to future accomplishments for self or others	60 % Demonstrates minimal reflective insight and commitment to modify future action for self or others	0 % Provides no reflective insight or commitment to future action

[View Associated Items](#)

RESOURCES

- LEAP Texas Homepage: <http://leaptx.org/>
- LEAP Texas Social Responsibility Page: <http://leaptx.org/core/social-responsibility/>
- AAC&U Faculty Collaboratives Project: <http://aacu.org/faculty>
- NIOLA Assignment Library: <http://www.assignmentlibrary.org/search>



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