Intended Audience

*This guide is designed for advisors and student leaders who work the development of programming, workshops and event planning for student groups or organizations*

Learning Outcomes

*Through participation in this training session, students will be able to:*

* Describe the process used for incorporating challenge-based learning into group planning
* Discuss at least one consideration for using challenge-based learning in group planning
* Give examples of how they might use challenge-based learning with a group of which they are already a part.

Sharing Content

*The module can be presented virtually through CARMEN Zoom or in person*

Exercises and Activities

*This session will use case studies, discussion, and research to explore ways to incorporate challenge-based learning into group event planning.*

Assessment & Follow-Up

*To be determined by the Department of Residence Life*

***Section 1: Agenda                 (Time: 10 Minutes)***

* During this section present the agenda for today’s session which includes:
	+ Welcome
	+ What is Challenge Based Learning?
	+ How to use it
	+ Pop Quiz
	+ Let’s Practice
	+ Discussion
	+ Questions

***Section 2: What is Challenge-Based Learning                                                       (Time: 20 Minutes)***

* Have the group introduce themselves and briefly discuss their interest in the topic of the session.
* Discuss the following with the group, and gather any reactions to the focus of the session
	+ What is Challenge Based Learning?
		- Adapted by Apple as a way to help young people use technology and teamwork to address real-world issues
		- Is a 21st century way to get students invested in learning how to think creatively and collaboratively about addressing challenges
		- Can easily incorporate Inclusion as a guiding concept for working through the process
	+ The Framework:
		- Big Idea
		- Essential Question
		- The Challenge
		- Guiding Questions
		- Guiding Activities
		- Guiding Resources
		- Solution: Implementation
		- Evaluation/Assessment
		- Publishing
		- Student Solutions
		- Student Reflections
	+ Big Idea
		- An issue that is important on global scale that participants using Challenge-Based Learning (CBL) can work with to to gain deeper knowledge and understanding
		- General examples could include: Sustainability, Climate Change, Public Health, Economics, Identity
		- Based on the CDP, the areas on which to focus are: *Community, Inclusion, Learning and Wellness*
	+ Essential Question
		- This is the link between the participant and the Big Question.
		- The question should be answerable through research and experience.
		- General examples could include- Identity: What groups do I belong to and what roles do I play?
		- Based on the CDP, an Essential Question could be- Inclusion: What aspects of our hall/complex make residents feel welcome or excluded?
	+ The Challenge
		- This is the link between the participant and the Big Question.
		- The challenge shouldn’t be too broad, too narrow, or too vague.
		- Time is also a factor to consider in establishing the challenge
		- General examples could include- Identity: Creating opportunities for group dialogues in your school
		- Based on the CDP, a Challenge could be- Inclusion: Creating in-hall opportunities that celebrate and recognize unique aspects of residents’ identities.
	+ Guiding Questions
		- This is what students need to know to address the challenge they have identified.
		- Remind participants that there are many ways to answer these guiding questions.
		- General examples could include- Identity: What topics should group dialogues focus on? How often should they happen?
		- Based on the CDP, Guiding Questions could be- Inclusion: What identities are not usually celebrated or recognized in our community? What are appropriate forms of recognition?
	+ Guiding Activities and Resources
		- Guiding Activities help students acquire the knowledge needed to answer Guiding questions
		- Guiding Resources are strategies for beginning to answer Guiding questions
		- General examples could include- Focus groups, interviews (guiding activities) experts or resources directly related to the Guiding questions (guiding resources)
		- Based on the CDP, Guiding Activities and Resources could include the CDP itself, DICE and ILDS experiences, Community Conversations and hall/complex council ideas
	+ Solution Implementation
		- The solution is the one strategy or approach that will address the challenge they have identified
		- General examples could include- Releases for working on service projects or community experiences that may have a degree of risk
		- Based on the CDP, Solutions should use the identified strategies discussed in the document. Participants should get creative with how they implement the solution, but make sure it meets the requirements of the CDP.
	+ Evaluation/Assessment
		- This is the process of measuring outcomes and determining what progress has been made.
		- General examples could include- Describing or quantifying how much a proposed strategy has impacted the established challenge.
		- Based on the CDP, Evaluation/Assessment could include annual Housing surveys, floor meeting discussions, or hall council forums on the effectiveness of strategies used to address a community challenge.
	+ Publishing/Student Solutions and Reflections
		- This represents a collection of all the materials used to find a solution to the challenge. It also includes thoughts on ways to address the challenge further or differently in the future.
		- General examples could include- Recordings, video of how the solution worked, and reflections on the overall experience.
		- Based on the CDP, Publishing would be in the form of E-Rezlife, 1 on 1 discussions, and possibly End of the Year reports passed on to new staff for the upcoming year

***Section 3: How to use Challenge-Based Learning                     (Time: 20 Minutes)***

* Inform the group that for the last few years MUNDO has been using a modified version of CBL to plan the calendar for the upcoming year
	+ The planning process usually begins mid-spring semester after one or two reflection sessions are held to evaluate/assess initiatives completed during the year
	+ New student leaders in MUNDO use the recommended Big Ideas, Essential Question, Challenge, etc. from the previous year to determine what solutions they would like to implement for the upcoming year.
	+ The following examples provide an overview of how other groups might want to use the CBL model.
* Provide the following examples of what MUNDO, a leadership organization focused on anti-bias engagement through community service, cross-cultural learning, and social-change based leadership:
	+ Big Idea
		- Citizenship
	+ Essential Question
		- Why is civil disobedience sometimes part of citizenship?
	+ Challenge
		- To better understand civil disobedience by looking at examples from the history of the United States.
	+ Guiding Questions/Activities/Resources
		- What lessons can be learned from the Civil Rights Movement of the 1960s-1970s to understand the issue?
	+ Guiding Questions/Activities/Resources (Cont.)
		- What lessons can be learned from the Civil Rights Movement of the 1960s-1970s to understand the issue?
		- Meet with a faculty member who has researched this period and led educational experiences based on this question.
		- Have an Ohio State law student work with the group to explore this issue.
		- Travel to three Southern cities in which civil disobedience led to transformative action.
	+ Solution: Implementation
		- Travel to Memphis, TN, New Orleans, LA, and Birmingham, AL to explore and reflect on this challenge firsthand
	+ Evaluation/Assessment/Publishing
		- Reflection groups during the experience
		- Reunion after experience to gather more assessment of what was learned
		- Published photos and stories from the experience on the MUNDO social media and during Closing Ceremonies for the year

***Section 4: Let’s Practice                                                   (Time: 10 minutes)***

* Have the group practice using the first three steps of the CBL process using the mission, values and interests of a community or group they currently work with.
* Have the group present what they come up with in terms of the:
* Big Idea
* Essential Question
* The Challenge
	+ Guiding Questions
	+ Guiding Activities
	+ Guiding Resources

***Section 5: Section Title Here                        (Time: Remaining Time)***

* Using the remaining time in the session, discuss the following:
	+ What are your thoughts about CBL?
	+ What do you like about it?
	+ What might be some challenges?
* Discuss any remaining questions or concerns the group might have.

***Notes and Reflection Worksheet****:*

*Facilitators should discuss with the group strategies for incorporating challenge-based learning into the group programming/event planning aspects of an organization by incorporating organization’s interests, mission and values.*

***Resources:***

*The PowerPoint entitled “Using Challenge-Based Learning to Incorporate Inclusion into Residential Community Development Planning” provides an additional resource for discussing the topics presented in this session.*