



**Informed Action Through Service Learning**  
**SILVER DISTINGUISHED BADGE**  
**SYLLABUS**

**Course Information**

<b>Course Name</b>	Guardians of Democracy: Informed Action Through Service Learning Silver Distinguished Badge
<b>Continuing Education Hours</b>	15
<b>Location</b>	Online Canvas Course
<b>Office Hours</b>	Facilitators are available via email and are happy to schedule a video conference as needed.

**Guardians of Democracy Program Description**

Developed in partnership between the Lou Frey Institute at the University of Central Florida and IllinoisCivics.org, the Guardians of Democracy Program is an online professional development program with extended learning opportunities for interested 6-12 educators. Our goal is to support a national professional development program and establish a network of certified educators across disciplines that embrace the proven practices of civic education to empower young people for college, career and civic life success.

The course series provides instruction on (1) strategies for current and controversial issue discussions in the classroom, (2) the role of simulations of democratic processes in the classroom, and (3) informed action through service learning. This program is hosted and administered through Free for Teachers Canvas, an open learning management system.

**The Guardians of Democracy Silver Distinguished Educator in Informed Action Through Service Learning Badge** recognizes the successful completion of extension work in a second course to demonstrate competency in facilitating Informed Action through Service Learning course. This badge certifies that a recipient can successfully create, edit and implement a plan of action and engage students in reflection. This badge also certifies that a participant engaged in an instructional coaching cycle and reflective practice.



## Course Objectives

- **Module 1: Reviewing Best Practices in Informed Action through Service Learning**
  - Participants identify the objectives and expectations of the course and are aware of the important role educators play in preparing young people to be “guardians of democracy”.
  - Participants will analyze the multiple forms informed action through service learning can take to engage students in civic participation.
- **Module 2: Planning for Successful Implementation**
  - Participants will design a classroom learning experience to anchor informed action in which students:
    - can identify the essential and supporting questions related to the informed action,
    - can identify the learning objectives (disciplinary content and/or skill) to be employed in the informed action,
    - analyze appropriate materials to acquire the background information necessary to take informed action, and
    - identify and practice the pertinent civic dispositions and processes inherent in the informed action.
- **Module 3: Planning for Success**
  - Participants will complete a Plan of Action by engaging student voice to:
    - Explore their community and engage with multiple stakeholders to discern what is true in their community,
    - Select and implement authentic action, and
    - Digest and demonstrate what they learned.
  - Participants will review and provide feedback on the Plans of Action created by their peers.
- **Module 4: Revise and Implement**
  - Participants will revise and resubmit their Plan of Action based on feedback from the course facilitator and peers.
  - Participants will implement their Plan of Action in the classroom, collecting evidence of implementation demonstrating alignment to the proven practice of service learning.
- **Module 5: Reflection and Next Steps**
  - Participants will use a reflection rubric to reflect on the implementation of their original action plan, providing specific evidence of proficiency that may include student work, photographs, video, and other artifacts.
  - Participants will complete a culminating survey reflecting on their professional growth in the course.
  - Participants will explore opportunities for deeper learning through further badging.

## Required Materials

- [Canvas: Free for Teacher Account](#)
- [Google: Free Email and Drive](#)



## Badging

Digital badges are an important component of the Guardians of Democracy program. Participants have the option to earn three badges for each course. View the [Teacher Reflection Rubric](#) to learn more about how evidence for badges will be assessed.



**The Guardians of Democracy Bronze Certified Educator in Informed Action Through Service Learning Badge** recognizes the successful completion of all Informed Action through Service Learning course modules. This includes the completion of required assignments, portfolio entries and satisfactory performance in the discussions. Participants create a Portfolio of Practice and throughout the course they reflect on how the course content can enhance their own practice. Participants use their portfolio to create a plan of action to facilitate student-centered informed action through service learning in the summative performance task.



**The Guardians of Democracy Silver Distinguished Educator in Informed Action through Service Learning Badge** recognizes the successful completion of extension work in a second course to demonstrate competency in facilitating Informed Action through Service Learning course. This badge certifies that a recipient can successfully create, edit and implement a plan of action and engage students in reflection. This badge also certifies that a participant engaged in an instructional coaching cycle and reflective practice.



**The Guardians of Democracy Gold Guardian Educator in Informed Action through Service Learning Badge** recognizes the successful completion of advanced extension work in a final course demonstrating competency in engaging student voice to facilitate informed action through service learning. This badge certifies that a recipient can successfully create, edit and implement a plan of action and reflect on student success. It further certifies successful engagement in collaborative practices through peer-to-peer mentorship and facilitator coaching of the action planning process.

## Discussions

A discussion board is used to discuss and reflect upon the various topics presented in each module. Discussion prompts with specific guidelines and due dates are provided for each module. Participants are expected to submit an original post (response to the discussion prompt) by the deadline and substantive responses (more than yes, no, or I agree) by the end of the following week. Please adhere to the expectations outlined in the Discussion Board Rubric when submitting original posts and responses.

## Discussion Board Rubric

CATEGORY	5	4	3	2	0-1
<b>Demonstrates Understanding of the Module Content</b>	Post makes 3 or more relevant and insightful references to the module content	Post makes 2 relevant and insightful references to the module content	Post makes 1 relevant and insightful reference to the module content	Post makes 1 reference but it is not from the module content, relevant or insightful	Post does not reference or quote from the module content and shows a lack of understanding
<b>Promotes discussion</b>	Post includes original ideas, poses questions and invites responses	Post poses questions, invites responses	Post is thoughtful enough to promote some discussion	Post does little to promote discussion	Post does not encourage discussion
<b>Connections</b>	Post makes 3 or more clear connections to student learning and/or classroom experiences	Post makes 2 clear connections to student learning and/or classroom experiences	Post makes 1 clear connection to student learning and/or classroom experiences	Post attempts to connect to student learning and/or classroom experiences	Post makes no connections to student learning and/or classroom experiences
<b>Responds</b>	Participant substantively responds to posts of others and responds to queries by others on own posts	Participant substantively responds to posts of others	Participant substantively responds to posts of 1 other participant	Participant responds to posts of others but are not substantive	Participant does not respond to posts of others

### Module Topics and Assignments

#### Module 1: Reviewing Best Practices of Informed Action through Service Learning

- Create a Portfolio of Practice
- Portfolio – Pre-Reading Inference Chart
- Assignment – “What Kind of Citizen?” Text Rendering Activity
- Portfolio – Reading Analysis Chart
- Portfolio – Post-Reading Reflection Chart
- Discussion Board – What Kind of Citizen?
- Assignment – Explore C.A.P.E.S. resource

#### Module 2: Planning for Successful Implementation

- Portfolio – Class Context
- Portfolio – Create a Climate
- Assignment – Article Annotation
- Discussion Board – Know Your Why
- Quiz – Essential Questions
- Portfolio – Learn
- Portfolio – Supporting and Essential Questions
- Assignment – Draft Plan of Action

#### Module 3: Engaging Student Voice to Take the L.E.A.D.

- Portfolio – Explore and Engage
- Portfolio – Engage with Stakeholders



- Portfolio – Authentic Action
- Portfolio – Digest and Demonstrate Learning
- Discussion Board – Submit Draft Plan of Action for Peer Feedback

**Module 4: Revise and Implement**

- Portfolio – Revise Plan of Action
- Assignment – Revised Plan of Action
- Assignment – Implement Plan of Action & Collect Evidence

**Module 5: Reflection and Next Steps**

- Portfolio – Teacher Reflection Rubric
- Discussion Board – Share Your Reflections
- Closing Survey

**Evaluation and Grading**

Completion of all modules is required. Completion of the required assignments, Portfolio of Practice activities and satisfactory performance on the discussions is required to receive the Bronze Level Guardians of Democracy Informed Action through Service Learning Badge. Grading criteria for the Threaded Discussions and activities are based on rubrics and the professional judgment of the instructor.

Performance	Points
Satisfactory	70-100
Unsatisfactory	69 or below

**Professional Integrity Statement** Participants will adhere to the highest standards of professionalism by engaging as a productive member of the learning community, submitting original work and respecting the thoughts and ideas of others.

**Accessibility Statement** The course providers are committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the course to discuss needed accommodations.

**Copyright** This course may contain copyright-protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

**Third-Party Software and FERPA** During this course, you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

