

January 18 – February 5 2015

CHCH101

Strengthening Communities through Social Innovation

Description

In CHCH101, students will integrate community service related to the Christchurch earthquakes, relevant academic content about post-disaster response, social innovation, and volunteerism, and guided reflection. This will provide students with an overview of how many different fields are contributing to our understanding of, response to, and mitigation of earthquake hazards in the Christchurch area.



Learning Outcomes

Upon successful completion of CHCH101, students will be able to:

1. apply theory critically to analyse community engagement
2. evaluate the impact of their own community engagement experiences
3. demonstrate an understanding of Principle Three of the Treaty of Waitangi with regard to community participation
4. use a self-reflective approach to devising, developing, and presenting personally relevant assessment products

I just want to thank you for a great course. I have thoroughly enjoyed it and am very glad I took the opportunity to re-examine some of my values and beliefs. Thanks for the thought provoking sessions and the detailed feedback on my assignments. I am sure this course will serve me in many ways in the future.

I am now motivated to start up a Student Volunteer Army back at my home university (study abroad student).

Partner Organisations

CHCH101 students have done their community service with the following Partner Organisations:

- Addington Action
- Gap Filler
- Greening the Rubble
- New Zealand Police Neighbourhood Policing Team
- North Beach Community Childcare Centre
- Papanui Rotary
- Riccarton West Neighbourhood
- Student Volunteer Army
- UC Sustainability
- Volunteer Army Foundation

The CHCH101 course was a great way for me to hear a variety of perspectives on what came out of the earthquakes and where the city needs to go and to challenge me to think about what I learned from staying the city after the earthquakes.

Learning Resources

The learning resources for CHCH101 will include contemporary research and popular media articles and excerpts from the following texts. All learning resources are provided online at no cost.



Assessment Tasks

Assessment Task	Learning Outcome Measured	% of Final Grade
Participation in Sessions and Completion of 5 Articulated Learning Statements Due at the end of sessions in Week 1	1. apply theory critically to analyse community engagement 2. evaluate the impact of their own community engagement experiences	33%
Small Team Service Project with a Community Partner Due at the end of Week 2	3. demonstrate an understanding of Principle Three of the Treaty of Waitangi with regard to community participation 4. use a self-reflective approach to devising, developing, and presenting personally relevant assessment products	33%
Healing Proposal Due at the end of Week 3	3. demonstrate an understanding of Principle Three of the Treaty of Waitangi with regard to community participation 4. use a self-reflective approach to devising, developing, and presenting personally relevant assessment products	34%

Assessment Task 1: Participation in Sessions & Completion of 5 Daily Articulated Learning Statements

This assessment task is worth 33% of your final grade and will occur daily throughout the course during Week 1. It includes being physically and mentally present and engaged at all sessions, both in and out of the classroom. It also includes the completion of 5 brief, structured Articulated Learning Statements after each session during Week 1.

Assessment Task 2: Completion of a Small Team Service Project with a Community Partner

This assessment task is worth 33% of your final grade and is due at the end of Week 2. In a small team of 3-5 students, you will complete a project that directly addresses a need identified by a Community Partner. This could include assisting the Partner with data collection, planning an event, advising on marketing or social media, or building something. At the end of Week 2, your team will present the results of your project to the rest of the class and the Community Partners with whom all the teams have worked.

Assessment Task 3: Healing Proposal

This assessment task is worth 34% of your final grade and is due at the end of Week 3.

The Proposal

Recognize that you have the same power and potential to affect and influence your community as the guest speakers we will meet and others we have read about (i.e., Jason Pemberton of the Volunteer Army Foundation, Coralie Winn of Gap Filler, and Steve Jones of the NZ Police among others). This assignment is an opportunity for you to think critically and laterally about how you might do so.

Please come up with a feasible proposal that aims to positively affect and influence a specific community. This can be the Beijing, Christchurch, Adelaide, your hometown, wherever. This proposal should be delivered in 2 separate but related parts as described below. The intention is for you to come at the task from two different perspectives and to hopefully arrive at a better solution because of it.

Part 1 (17%)

Part 1 will be a creative/artistic/symbolic hook or representation of your proposal. It can be three-dimensional, visual, musical, etc. It should be a product that is derived from considering this task in a lateral, creative, out-of-the-box manner, and should be linked to your Part 2.

Part 2 (17%)

Part 2 will be your story/presentation that serves to explain and complement Part 1. You can think of these two parts as an exhibit in an art gallery whereby each helps to complete the picture of the other. This part must answer the 5 questions below and can be submitted as speaker's notes, PowerPoint slides, an essay, bullet point answers, etc.

This part must explicitly answer the 5 questions below:

1. How is this an innovative idea?
2. How is this idea connected to your local knowledge of the area?
3. What has influenced or inspired this idea?
4. What are the practicalities of implementing this idea?
5. What is the long-term sustainability of this idea? How will you know if it succeeds? How will you measure its effectiveness?

Part 2 should be around 1,000 words. You can use tables, charts, diagrams, bullet points, etc. where possible and appropriate.

Teaching & Learning Activities

Topic	Activity	Date
Introduction	City Centre Tour Quake City Museum Tour of Social Innovation sites in the city Articulated Learning Statement #1 3 topical readings for next day	Mon, Jan 18
Context	Whole Class Service Project & Guest Lectures Gap Filler service project in the city Guest lectures at Coffee & Jam session & with Ministry of Awesome Articulated Learning Statement #2 3 topical readings for next day	Tue, Jan 19
Context	Whole Class Service Project & Guest Lectures Riccarton West Community Garden service project Guest lectures by Riccarton West Neighbourhood Police Team & Residents Articulated Learning Statement #3 3 topical readings for next day	Wed, Jan 20

Topic	Activity	Date
Context	Community Partner Project Possibilities Meet with Community Partners to hear about small team projects Lecture about collaborative project management Articulated Learning Statement #4 3 topical readings for next day	Thu, Jan 21
Context	Design Thinking Workshop & Project Planning Articulated Learning Statement #5 Depart for Field Station	Fri, Jan 22
Context	Field Station Service Project Small Team Service Project Planning	Sat, Jan 23
Context	Field Station Service Project Small Team Service Project Planning	Sun, Jan 24
Contact	Small Team Service Project in the Field Whole class debrief at the end of the day	Mon, Jan 25
Contact	Small Team Service Project in the Field Whole class debrief at the end of the day	Tue, Jan 26
Contact	Small Team Service Project in the Field Whole class debrief at the end of the day	Wed, Jan 27
Contact	Small Team Service Project in the Field Presentation Planning	Thu, Jan 28
Contact	Presentation to Community Partners	Fri, Jan 29
Transfer	Design Thinking Workshop for Healing Proposal ideas One on one mentoring about ideas after the workshop 3 topical readings for next day	Mon, Feb 1
Transfer	Healing Proposal Inspiration Guest Lectures at Coffee & Jam session 3 topical readings for next day	Tue, Feb 2
Transfer	Healing Proposal Inspiration Guest Lectures by social innovators 3 topical readings for next day	Wed, Feb 3
Transfer	Healing Proposal Preparation One on one mentoring to prepare Healing Proposals	Th, Feb 4
Transfer	Healing Proposal Presentations Presentations & Celebratory Lunch afterwards	F, Feb 5

Course Coordinator

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Follow CHCH101 and the UC Community Engagement Teaching & Research Lab on Facebook at
www.facebook.com/UCCommunityEngagement

The University Council adds its congratulations to staff and students of the CHCH101 service-learning course for its positive contributions to community interaction and neighbourhood support (UC Council Meeting Minutes, 29 May 2013).