
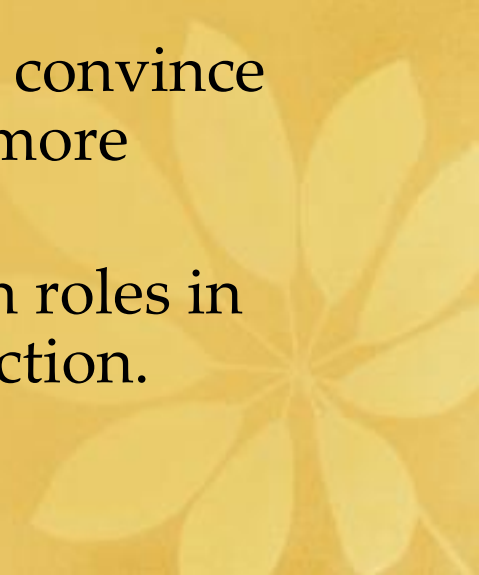


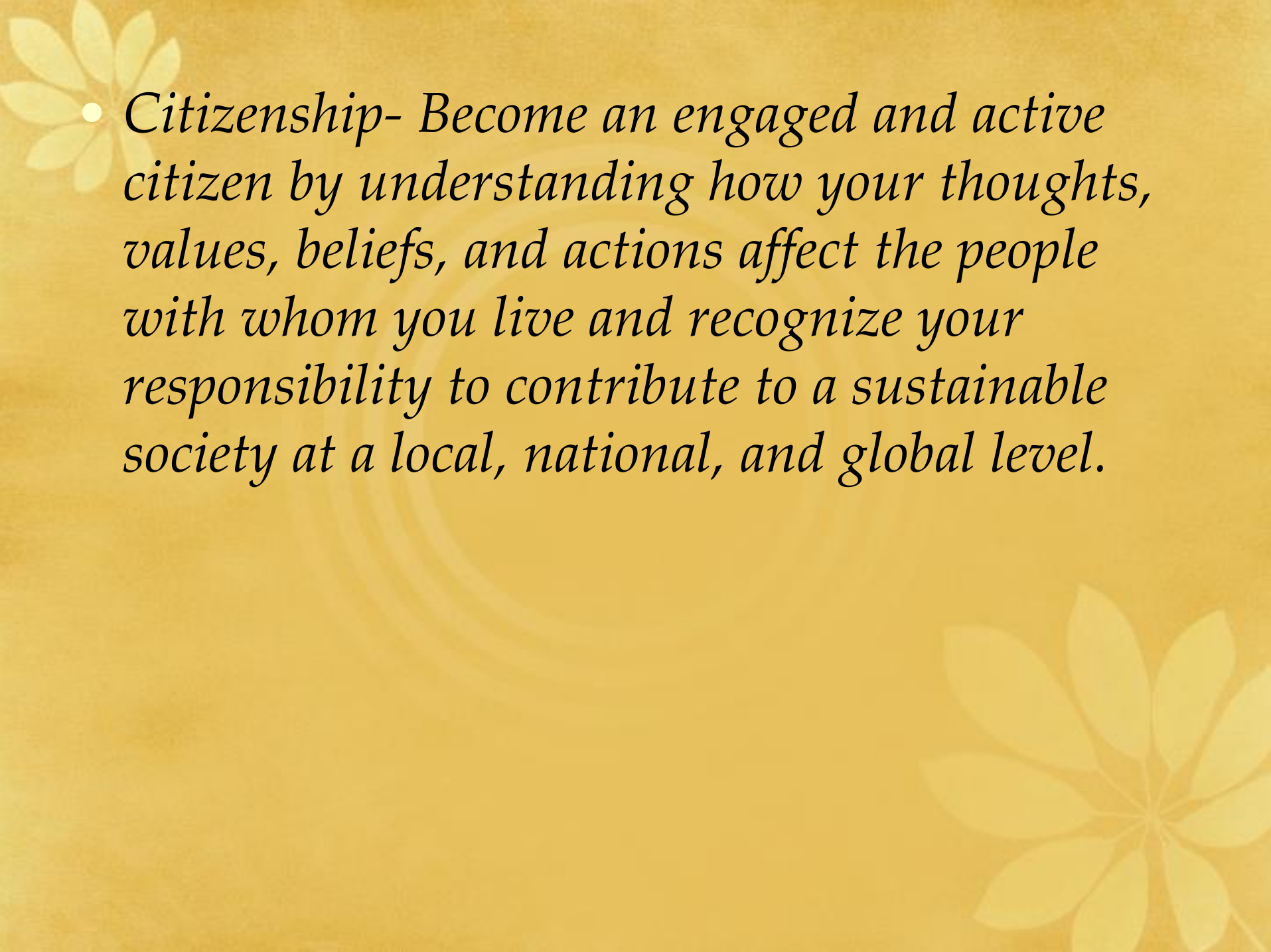
Learning Outside the
Classroom
Residential Community
Engagement Through PBL

ITUE 10th Anniversary Symposium

Jim Tweedy, UD Associate Director of
Residence Life



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- 7200 Undergrads live in UD Residence Halls, all freshman required
 - Typical double loaded hallway, 10x12 rooms, shared bathroom and lounge
 - Residence Life Educational Priority, based in great part on UD General Education Goals
 - Competency based learning outcomes
 - Old: Community Agreement designed to convince students to follow rules, make dorm life more pleasant.
 - New: Designed to introduce active citizen roles in community based problem solving and action.
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- *Citizenship- Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to a sustainable society at a local, national, and global level.*

Competencies:

Competency	1 st year	2 nd year	3 rd year	4 th year
<p>1. Understand how your social identities affect how you view others.</p> <p>A. Each student will understand their social identities which are salient in their day-to-day life.</p> <p>B. Each student will be able to express an understanding of how their social identities influence their views of others.</p>	X			
<p>2. Understand how differences in equity impact our society.</p> <p>A. Each student will learn about the forms of oppression that are linked with social identity groups.</p> <p>B. Each student will recognize that systemic oppression exists in our society</p> <p>C. Each student will recognize the benefits of dismantling systems of oppression.</p>	X	X	X	
<p>3. Understand your congruence with citizenship values:</p> <ul style="list-style-type: none"> -Human suffering matters. -My actions have a global impact. -What I do and don't do civically and politically matters. -Social problems are everyone's responsibility. 	X	X X	X	

Competencies (cont.):


Competency	1 st year	2 nd year	3 rd year	4 th year
4. Understand how others influence you.	X			
5. Understand the impact of your decisions.	X			
6. Understand the power of an individual in a community.				
A. Each student will know how to critically examine their individual contributions to groups to which they claim membership.	X			
B. Each student will learn how to contribute to the creation and actualization of community expectations.	X			
7. Understand the knowledge necessary for the development of a sustainable society.				
A. Each student will be able to define sustainability.	X			
B. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.		X		
C. Each student will be able to explain how systems are interrelated.		X		
8. Learn how to connect personal passions to vocational options in order to be able to contribute to a sustainable society.				
A. Each student will know the resources and the skills needed to pursue their vocational interests.		X		

Competencies (cont.):

Competency	1 st year	2 nd year	3 rd year	4 th year
<p>9. Learn how to develop and sustain interdependent relationships.</p> <p>A. Each student will learn how to develop a peer group that is supportive of their personal and academic success.</p> <p>B. Each student will recognize the benefits of relationships with people of other social identities.</p>		<p>X</p> <p>X</p>		
<p>10. Learn to contribute to the creation and maintenance of a sustainable community.</p> <p>A. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.</p>		<p>X</p>		
<p>11. Learn the skills necessary to be a change agent.</p>			<p>X</p>	
<p>12. Demonstrate civic engagement toward the development of a sustainable society.</p>				<p>X</p>



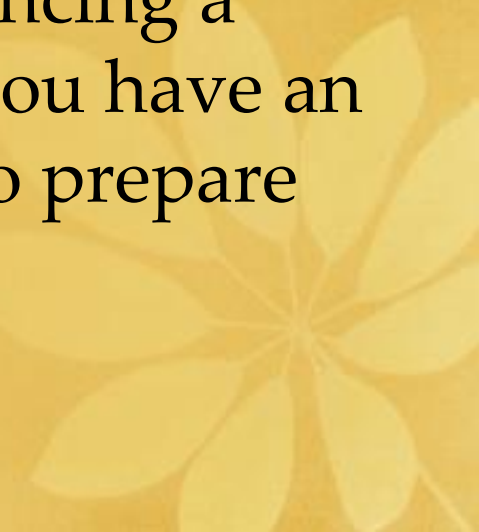
Key elements:

- Progressive series, moving from situations at early part of the year that have direct personal impact to situations that have impact the overall community society.
 - Short presentation
 - Behind closed doors
 - Group Problem Resolution –
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SCENE 1: General Noise: :

It is Wednesday at 11:15pm. RAs won't be doing rounds again for another hour or so and the floor RA is at an event. The person two doors down from you has her/his stereo on and is sitting in the doorway on her/his cell phone having a loud conversation while bouncing a tennis ball against the hallway wall. You have an 8:00am Thursday class and have yet to prepare for the quiz.



Problem for Group 1:

- Incident report details: At approximately 4:40am someone had urinated in the stairwell, near the third floor landing. I called maintenance. There was an empty Milwaukee's Best beer can on the second floor landing. Charlene's boyfriend witnessed who urinated and also saw him wandering around the third floor and said he had wet spots on his pants, stumbled a lot, spoke slowly, and smelled of alcohol. He then stumbled out of the building as fast as he could. Some residents said they thought the guy was hanging out with John (who lives on the floor) earlier that night at a party, and that John had been drinking large amounts of what they thought was jungle juice from a large plastic drink dispensing cooler, and was very "trashed." I noticed that the floor had been vandalized by dry erase marker, with half intelligible phrases like "f--- everybody" on many of the doors - I have pictures. The third floor was vandalized in a similar manner, and the door decs were ripped from the door.



- **Step 1 – The Problem**

- How would you describe the problem? Develop a single-sentence definition.
- How has the problem shown itself? Who does it hurt, and how does it hurt them? Under what conditions does it hurt them?
- What can be expected to occur if the problem is not solved?

- **Step 2 – Analysis of the Problem**

- What causes led to the present problem? What conditions exist that allow the causes to act as they do?
 - What is the absolute minimum action that must be taken to address causes or symptoms of the problem?
 - What would an ideal solution to the symptoms or problems be?
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