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POLI 402

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Fayetteville State University

Impact of Integrated course Design

Report Completed After Course Completion

Name: *JUAN MA* **Semester (revised course was taught): *FALL 2010***

Course Title and Description: *POLI 402: Public Policy Formulation*: a course covering approaches to decision-making in government and administration, including policy formulation within administrative agencies and departments and within the larger context of the overall political process.

1. **Explain the impact your "In-Depth Analysis of Situational Factors" had on your approach to the course.**

   Two factors have significantly influenced my course redesign: (1) expectations of external groups, other faculty, and the university; (2) characteristics of learners.

   As one of core courses for political science major (with public administration concentration), the course description (*POLI 402: Public Policy Formulation*) clearly addresses the study contents, which are closely related to other courses offered at FSU, such as *POLI 301: Organizational Theory, POLI 442: Public Policy Analysis; POLI 220: Principles of Public Administration*, etc. Consulting with other faculty members, we agreed that this course should more focus on four aspects:

   1) identify public problems regarding certain issues;
   2) recognize the public choices of problem solutions;
   3) analyze the impacts of administrative management on decision-making for different issues, and;
   4) provide the "rational" solutions to the certain public problems when required to play the different roles, such as college students, policy researchers, administrators, beneficiaries from programs; and tax payers in society.

   Thus, the course not only meets curriculum requirements, but also links to other courses to meet the program goals.

   As a professor, it is my work to know every student in class, find the right teaching strategies for students to learn (as a whole), and help them to reach the course study goals; it is also my duty to educate students to be understandable, responsible and rational when analyzing and dealing with the public issues within political processes.

2. **Explain the impact of the Taxonomy of Significant Learning (foundational knowledge, application, integration, human dimension, caring or valuing, and learning to learn) on your development of learning goals.**

   The studies of my *POLI 402: Public Policy Formulation* were heavily focused on foundational knowledge, application, and integration before I participated in *Faculty Development Seminar* in spring 2010. Now, I realized that it is also important to develop students' social responsibilities

through this course studies. Thus, nine (9) more learning goals were added by considering human dimension, caring or/valuing aspects.

Table 1: Learning Goals/Outcomes
Human Dimension
1. Think of themselves as important components for policy making in society
2. Develop the ability to read, interpret and explain the arguments and controversies regarding the policy issues
3. Think of others as components for policy making, and identify the different targeted groups related to certain policy issue
4. Recognize the *benefit and cost* relationship between people and society due to the impacts of a certain policy
Caring
1. Develop the social responsibilities for public issues
2. Recognize the social values to participate the policy process
3. Explore the alternative solutions to solve the public problems and rethink the roles of the government and people
4. Develop the discussion upon public affairs, especially the relationship of individual, mass and government based on the case studies that students are interested in, and analyze the policy making process, as well evaluate these policies related to their real lives
5. Rethink about the social relationships and values thru the policy making process

3. Explain the impact of ICD on your assessment/feedback activities in the course, including the FIDeLity criteria.

30~35% of my assessments may be auditive, mainly including textbook reading and writing (study note), and chapter quizzes (selected chapters)

55%~65% of my assessments may require judgment and innovation. For instance, students had use knowledge and skills they learnt to identify certain public problems (for instance, homeless in the united states) ***by*** using the different perspectives, also evaluated the solutions (different options from different groups or perspectives)to the problems (e.g. homeless) ***by*** using the various assessment dimensions.

25%~35% of my assessment may simulate the contexts in which adults are tested in the workplace, in civic life, or personal life. Students have been required to consider the assignments as academic research approach. The major objective is to learn and analyze the theories for understanding the governmental solutions to public issues in society; the clients (students) explore the “truth”, as defined by the disciplines, other scholars. More important, learn to use

rigorous methods for testing theories in reality. As the individuals living in a certain social and economic condition, students would provide the personal opinions (according to their personal life experience) to the certain policy issues (15%~25%); as well, students would propose the "individual" solutions based on their experience and explain how it would be "pushed" to the policy agenda in reality (10%~15%).

40%~45% of my assessments may require students to do the disciplines as opposed to recounting what others have learned, discovered, reported. Students were required to be able to analyze the arguments for the subjects and evaluate the arguments according the knowledge and theories they have learned; find the "research gaps" among the different arguments and construct the specific project papers.

More than 50%-60% of my assessments may provide students opportunity to refine and improve their work. After *Faculty Development Seminar* in spring 2010, I realized that students also need to be involved in their assignment assessment process (more student engagement). Therefore, we discussed the requirements for each assignment in class and developed the rubric to indicate the evaluation scales. When the students received the graded paper (with my immediate feedbacks), they were required to write the response to me, explained why he/she has such grade, and his/her schedule to improve the work.

4. Explain how ICD influenced your teaching and learning activities. Explain how you sought to integrate teaching and learning activities with learning goals.

The role-playing, Debates, and *authentic project* were designed in learning experiences for *POLI 402: Public Policy Formulation*, which focused on the human dimension and caring learning goals for this course (See *Table 1*). The design helps students (1) Develop the social responsibilities for public issues; (2) Recognize the social values to participate the policy process; and (3) Explore the alternative solutions to solve the public problems and rethink the roles of the government and people. Thus, teaching and learning were integrated as a whole. First of all, the students need learn the materials and textbook, understood the problems related to the certain public programs (***teaching process***). For instance, Medicare and the Social Security Disability Insurance Program, the students were required to identify the target population or groups in the program, and evaluate the program process over the time (***teaching and learning process***). Secondly, the students were required to propose ***a*** project question they were interested in, as policy researchers, administrators, beneficiaries from the program or tax payers (play a role), etc. and tried to identify the policy problems, and provided the suggestions for policy modification regarding their evaluation (***learning process***). Finally, the students were requested to write the project paper, and defended (in-class debate) the paper in class (***learning process***)

Make sure the students understand the roles of following players (***teaching and learning***):

1) *If the students are the policy researchers*: they want to find the truth if the program has been working to benefit the target social groups?
2) *If the students are the administrators who manage this program*: they want to know whether the government agencies have been functioning to implement the program to meet the goals?

3) *If the students are the beneficiaries from the program*: they want to know whether their needs are met by the program? And how long they would benefit from the program?

4) *If the students are the tax payers:* they want to know whether their money spend right by government?

5. Explain whether ICD had an impact on your own satisfaction in teaching the course.

ICD helped me to design this course to motivate students' engagements. Teaching and learning became more enjoyable for students and me. Here, I would like to provide one example (*Policy Debate*: Policymaking for Homestead Act – Multiples Streams Framework application) to show how this redesigned course worked to motivate the student engagement. Three steps were needed to complete the assignment.

Step 1: Study and Preparation

1) Provide the study guide and discussion questions regarding *The Multiple Streams Framework: "Textbook: THEORIES OF THE POLICY PROCESS - by Paul A. Sabatiere"*.
2) Case study: Homestead Act (*Website, Journal articles)*

Step 2: In-class Discussion

Evidence #1: student engagement - students were able to pick up *ANY* topics they were interested and lead the discussion, regarding the subjects of: 1) *MS framework and/or 2) Homestead Act*.

Step 3: Policy Debate: policymaking for Homestead Act (MS framework Application)

Evidence #2: student engagement - students were able to play the different roles to present and argue the public issues.

The students were assigned as the representatives of different region (west, north, and south), and required to make and explain their arguments for land ownership issues, and fought for the "people" they represented. Students enjoyed the roles playing and debate in class, and learnt to understand the policy decision-making process, care and respect people within political system.

6. Summarize any evidence you have on the impact of the re-designed course on student learning.

Of 12 students who were officially enrolled in the class, 8 students exceed or meet expectations of student learning outcomes. Unfortunately, 3 students dropped the class in the beginning of semester; 1 student earned EX-F, and 2 students earned C grade because of low attendance and poor participation in class.

7. Other comments