



assignments, class discussion and practice, journal keeping and outside assignments all serve to provide material for a learning cycle built around action and reflection.

## **Requirements**

### **Engagement and Preparation**

**15 %**

Ways you can contribute to the class include sharing questions and commentary about assigned readings and projects during class discussion and/or online. For support and dialogue between class meetings, we will use the Blackboard discussion forum. Good postings are characterized by succinct writing, clarity, thoughtful reflection and invitations to interaction.

To support your project, you will also create and share online a brief annotated resource bibliography (ex: books, articles, manuals on dialogue, training, assessment....) *Due: June 17*

### **Project Plan**

**20%**

The central component of the course is a modest, hands-on, field practice project carried out by the student, based on a project plan approved by the instructor. Your project plan provides a road map and outlines what you are proposing to do for this experiential learning requirement and includes an initial assessment (why it is needed, resources, entry platform, partners, dynamics, etc.), project objectives, and proposed activities. The project focus should be closely related to the themes of the student's certificate track and the applied nature of the work clearly demonstrated. Four to five pages. *Complete Draft Due: Monday, June 1<sup>st</sup>* (by midnight). The instructor will review them and return them to you at the second meeting on June 6<sup>th</sup>. *Final revised plans due Wednesday, June 10<sup>th</sup>* (extended assignment online and sent via email)

### **Project Log**

**25%**

You will keep a project log/ journal capturing your learning process in planning, implementing, and evaluating your work; this log also provides a record of activity and thinking to fuel your reflections for the final paper. Entries are visible only to the student and the instructor. We will be using the journal function on the class webpage. Criteria for assessment will be confirmed in class; some prompts are included in the syllabus though others will emerge from course discussions and your own reflective process. *Due: Sunday, July 19<sup>th</sup>* (see extended assignment description)

### **Project Portfolio: Reflective Practice Paper and Project Documents**

**40%**

The project will be completed prior to the final weekend; you will present highlights of your project during the last class and turn in your final portfolio (electronic or paper). Portfolio components:

A) Reflective Practice Paper (seven to eight pages).

- a. A summary of your field practice project (1/2 to 1 page). What was your objective? What did you do? How did you do it? What were your goals, internal and external?
- b. What did you learn? How did you learn it? Incorporate project log entries and stories from your efforts to illustrate your learning process and provide evidence of your learning. Make sure to document the reflective practice process.
- c. Identify of an important theme, question or idea that you encountered during your field work and locate it as a general problem/idea within the field of conflict

analysis and resolution. For instance, consider readings or material from certificate classes relevant to the issue you have identified. What do these additional perspectives add to your discussion/argument? Here you are making the theory to practice connection.

- B) Project documents may include (but are not limited to): client deliverables, progress reports, materials produced as part of project, surveys, letters of invitation, collected data, agendas, minutes, etc.). This portfolio component documents the work done for the project.
- C) Standard elements of graduate level writing: proper form, citations, organization.

Further details regarding the portfolio will be discussed in class. Due: *Saturday, July 25<sup>th</sup>*

## Class Plans and Assignments

### **Day One: 6:00 to 9:00 pm**

Reflective Practice, explanation of field practice project, brainstorming and getting started

**In-Class Activity:** initial assessment, start journals

#### **Reading and Preparation:**

- ◆ Marsick and Sauquet, *Learning through reflection*  
How does learning from experience differ from other forms of learning? What are “single loop” and “double loop” learning? How does examination of assumptions and values increase our effectiveness and ability to learn from experience?
- ◆ Paffenholz, Thania. *Designing Transformation and Intervention Processes*  
What windows of opportunity do you see in your project setting? What role might you play? Who are your potential partners?
- ◆ Portilla, *What exists is possible*  
What does this article say about the role of the intervenor? Your experiences with conflict? What you might keep in mind as you begin your project?

### **Day Two: Saturday, 10:00 am to 5:00 pm**

Journaling and professional development. journaling criteria, process tracing, project discussions.  
*Project plan complete draft due to instructor via email before class*

**Journal Activity:** see prompts below.

#### **Reading and Preparation:**

- ◆ Bentz and Shapiro, *Mindful Inquiry in Social Research, Magic Formulae*  
From the article: "Inquiry and research and one's ability to conduct them, like many other areas of life, evolve through a simultaneously practical, experiential, intellectual, and psychological process of learning, risk taking, approach or withdrawal, reflection and integration. In fact, this process is quite a lot like swimming, bicycling, driving a car, or cooking, in that one can start it with just enough preparation to take the plunge and then learn much of the rest while doing it." What do you think of Shapiro's comments as they relate to your current project, do they resonate in any way? Do you agree with the analogy?
- ◆ Botes, *Chapter 15, Informal Roles*  
For your project, you are likely on an informal to a formal continuum. What is your position in relation to the issues/concerns/stakeholders?
- ◆ Hubbs and Brand, *The Paper Mirror*  
Describes using journals for professional development. How can you best use your journal for this course?

### **Day Three: Saturday, 10:00 am to 5:00 pm**

Review, overview and further exploration: The field of conflict analysis and resolution, roles in conflict resolution. Describing your work, project discussions. (*Project plan **final** due before class*)

***In-class Activity:*** Elevator speeches

***Journal Activities:*** (before class) Write a two minute “elevator speech” answering in your own words the following question: What is conflict resolution? Time yourself speaking out loud to ensure it is only 30 sec. to 1 minute long. This will be “delivered” during class.

### **Reading and Preparation:**

- ◆ Miall, *Conflict Transformation*  
What distinctions are drawn between “management,” “resolution” and “transformation.” How might they be useful distinctions? How should differences between structure, relationships and issues be considered when intervening in conflicts?
- ◆ Menkel-Meadow, *Why Hasn't the World Gotten to Yes?*
- ◆ Rothman, *Reflexive Mediation*
- ◆ Adler, The End of Mediation <http://www.mediate.com/articles/adlerTheEnd.cfm>  
Thoughts? optional
- ◆ Skills reading TBD—what skills are needed for your project? What resources will provide references and support? Bring one resource for a summary presentation of highlights and discussion.

***Practitioners theorize (a.k.a. “problem solve” or “brainstorm”) in meetings, through case conferences, with colleagues in parking lots—often sharing information and knowledge informally. We distill the learnings and make the ever-evolving final product (applied knowledge) available for other’s use.... Mary Adams Trujillo (2008)***

**Day Four:**

What are we trying to change? What changes? How do we conceptualize change? What theories and concepts frame (and limit) our understanding of change?  
Project progress and reporting.

*Journal Activity:* Coleman, Allen Nan, and Roy present different approaches to understanding change in conflict. Does one seem closer to your personal or professional experiences? What insights from the readings are relevant for your project?

**Reading and Preparation:**

- ◆ Coleman, et al. *Reconstructing Ripeness I: A Study of Constructive Engagement in Protracted Social Conflicts*
- ◆ Roy and Burdick. *Struggling in the Street and at the Table*
- ◆ Allen Nan, *Consciousness in Culture-Based Conflict and Conflict Resolution*
  
- ◆ Spies, *Revolutionary Change: The Art of Awakening Dormant Faculties in Others*  
Your project likely requires partners and listening and some sense of creating new environments. What do you think of Spies' comments as they relate to your current project? Do they resonate in any way?

**By July 3rd, Friday –On-line Discussion Entry due**

Review your field practice project journal entries and consider what issues or insights have arisen related to your project and post to the discussion section Project thread. What questions do you have? Do any of the readings from this course or prior courses help you understand something from your project in a new way? Respond to at least one posting by the following Friday (July 10<sup>th</sup>).

**Day Five:**

Certificate tracks field mapping, project discussions

How can insights from evaluation efforts shape your project, project reporting and project assessment?

**Reading and Preparation:**

- ◆ Reina C. Neufeldt, *Frameworkers and Circlers*  
Where do you fit in these approaches? How can insights from evaluation efforts shape your project, project reporting and project assessment?
- ◆ Ross, *Some Guidelines for Conceptualizing Success*  
We originally read this for the evaluation class. How do you conceptualize success for your project? For the type of problems that interest you?

**Day Six:** (Portfolios due today)

Learning from the Field: Field Project Discussion

Becoming a reflective practitioner—What did you learn about yourselves and the field through the field practice projects?

Conclusions, reflections and evaluation of course and certificate program.

Celebration!

***“Reflecting alone, a practitioner learns; deliberating with others, practitioners learn together and craft strategies to act collaboratively.”***

*John Forester*