

## Description of Intention

---

**Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

## Sample Methods of Building in Intention

---

1. Include explicit explanation (in the syllabus) and discussion (on the first day of class) regarding why applied learning is the method chosen.

### *Sample Syllabus Excerpt:*

**ETEAL: Experiencing Transformative Education through Applied Learning**

Participants in this course are contributing to a larger, exciting institutional effort to focus on providing quality experiential educational opportunities. The Southern Association of Colleges and Schools Commission on Colleges (SACS COS) develops accreditation standards for colleges and universities to ensure educational quality. As a part of this accreditation process, colleges and universities are required to develop a Quality Enhancement Plan (QEP), which calls for engaging the wider academic community and addressing one or more issues that contribute to institutional improvement related to enhancing student learning. UNCW's QEP is known as ETEAL: Experiencing Transformative Education through Applied Learning. As such, UNCW is committed to applied learning, a pedagogical model that places students in experiences requiring them to integrate theories, ideas, and skills they have learned in new contexts, thereby extending their learning. SWK 495 / 595 is designated as an ETEAL-supported course, meaning university resources have been provided in its development, and anonymous student work products (i.e., materials without students' identifying information) from the course will be shared with select faculty and staff to evaluate the applied learning experience. It also means the course was developed with attention to best practices in applied learning, resulting in significant focus on principles such as intention, transfer of knowledge, and critical reflection being included in its design. Given this is the first iteration of the course and the instructor's overall commitment to evaluation of pedagogical practices, feedback from participants will be encouraged.

2. Include explicit articulation of intentionality as it relates to class climate, teaching philosophy, etc. in the course syllabus. Develop an activity that allows students to contribute to and operationalize an aspect of the course, such as class climate / culture.

### *Sample Activity:*

Social work is guided by a code of ethics that includes six core values: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. In the beginning of the course, the instructor uses large post-it paper, one per value, to facilitate rotating small group brainstorming. On each post-it, students list ways that value could be operationalized in the classroom setting using three categories: the group as a whole, the individual student, and the instructor. Students rotate to share ideas on each post-it, which is followed by a big group discussion. This not only reinforces the values, provides an opportunity to operationalize the values, but it gives students agency in co-creating the classroom.

3. Include explicit connection of assignments to learning goals / objectives in the course syllabus.

Intention Roundtable  
Applied Learning Summer Institute 2014

*Sample Syllabus Excerpt:*

<b>Connection Between Course Objectives, Learning Outcomes, and Opportunities for Engagement / Assessment Methods</b>					
Course Objective	Opportunity for Engagement / Assessment				
	Two-Part Written Critical Reflection	Daily Practice/ Critical Reflection	Themed Annotated Bibliography	Reading Partnership / Presentation (SWK 595 Only)	Community Contributions
1. Understand the <b>historical and theoretical</b> underpinnings, <b>conceptual and operational components</b> , and <b>benefits</b> of the mindfulness.	✓	✓	✓	✓	✓
2. Engage in and critically reflect upon a <b>personal mindfulness practice</b> with attention to the five facets of mindfulness: observation, description, non-judgment, non-reactivity, and acting with awareness.	✓	✓		✓	✓
3. Think critically about the utility of mindfulness in the context of one's chosen <b>discipline / profession</b> with respect to: a) culture and ethics, b) professional self-care, and c) effectiveness / service provision.	✓		✓	✓	✓
<b>ETEAL Student Learning Outcomes:</b>					
1 Students will be able to <b>articulate their expectations, the purpose, and/or the goals</b> of the experience in terms of their <b>personal educational development</b> .	✓	✓			
2 Students will <b>synthesize knowledge drawn from their coursework</b> to address the issues / challenges / questions involved in the experience.	✓	✓	✓	✓	✓
3 Students will be able to <b>communicate the impact or significance</b> on their personal educational development and on <b>others in the profession or in the field</b> at the conclusion of the experience.	✓				

4. Include explicit articulation of intentionality for the class session. This can be done in various ways: verbally, list on the board, or PowerPoint.
5. Include explicit definitions of skills the course will provide opportunities for students to practice, such as *critical thinking* or *critical reflection*. Refer to these skills often in the course, actively pointing out specific prompts, activities, and/or assignments that are designed to promote these skills.
6. Encourage students to articulate their own intentionality in writing—whether in the course itself or in a smaller aspect of it. Consider building in opportunities for choice for students (e.g., topic, activity, assignment) and promote articulation of student intentionality in their choosing.