

**Curriculum Summit
Campbell University, Ballroom B**

Thursday, May 21st

8:30 Breakfast

9:00 am - 9:45 am -Welcome and Introductions

Break

10:00 am - 10:45 am – Campbell Hallmarks and Our Teaching

Break

11:00 am - Noon – Crash Course on Backward Design for Learning

Lunch

1:00 pm - 2:00 pm –4 Kinds of Growth that Support Virtue Development

Break

2:15 pm - 3:30 pm – Virtue Literacy Workshop

Friday, May 22nd

8:30 Breakfast

9:00 am - 10:30 am – Virtue Motivation Workshop

Break

10:45 – Noon Virtue Perception Workshop

Lunch

1:00 pm - 2:15 pm – Virtue Relevant Skills Workshop

Break

2:45 pm - 3:30 pm –Selecting and Aligning Workshop + Closing Reflections

HALLMARKS *of the* CAMPBELL UNIVERSITY
EXPERIENCE

CHARACTER, INITIATIVE *and* **CALLING**



Welcome and Introductions

Written reflection on role models

Written reflection on purpose

Table discussion notes

Campbell Hallmarks and Our Teaching

Notes

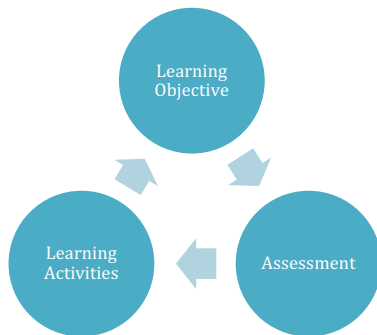
Crash Course on Backward Design for Learning

Liz's Learning Objectives:

Immediately after the course, conflict management students will be better able to...

1. Depict—in narrative or visual form—how responding to anger with (in)curiosity has impacted an important relationship in their life.
2. Describe how they personally tend to experience defensiveness (physiological reactions, thought patterns, mood, etc.).
3. Utilize reflective listening skills during tense role plays

Labeling As We Go...



Learning Objectives Drafts

“By the end of [X time period], students will be able to...”

Pair Feedback

1. Is the learning objective about what students will be *able to do because* they took the class (rather than what they’ll do *in class*)?
2. Are the goals clear and observable? Could you tell if a student had or hadn’t grown toward them?

4 Kinds of Growth that Support Virtue Development

Notes

Virtue Literacy Workshop

Written Reflection: What **virtue and other moral concepts** would help your students articulate moral aspirations, interpret situations, understand your course, etc.?

Partner Work: 10ish minutes

Instructions:

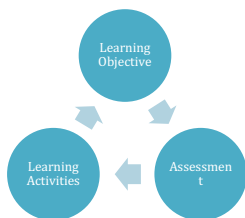
1. Pick a partner and find a quiet space.
2. One partner shares what they've written in the Virtue Literacy writing exercise.
3. The other partner **attempts to paraphrase** what they've said (thereby generating more vocabulary.)
4. Partners switch roles.

Crafting LOs about Virtue/Moral Concepts

1. **Define** the concept.
2. Give **examples** of the concept
3. **Compare and contrast** different versions of the concept.
4. **Analyze/reflect on a situation** using the concept.
5. **Other?**

Leap from Theory to Practice

1. Craft a learning objective that reflects the moral or virtue concepts with which you hope your students will be fluent, using the format "Students will be able to..."
2. Identify one assessment strategy that would help make student learning visible.
3. Identify one learning activity that would give students an opportunity to grow, per your learning objective.
4. Share your work with a partner. Ask them for feedback on one or more of the following: what is clear and unclear; what other assessments or activities ideas might I use?
5. Switch feedback roles.
6. Bring any questions to the debrief.



Virtue Motivation Workshop

Individual Writing: What/who do you hope students care more deeply about as a result of your program/course?

Mechanisms for Internalizing New/Deepening Old Motivations

1. Make new social connections, acquire new moral concerns
2. Storytelling and listening
3. Expanded sense of the possible
 - a. Historical examples
 - b. Skill development
 - c. Innovations
 - d. Fictional futures
4. Develop an ethic for a role that's already important to us (parent, nurse, citizen, etc.)
5. Apply existing values (from family, religious tradition, etc.) in new arenas
6. Introduction to admirable, feasible role models

Crafting Motivation LOs

Give students a chance to...

1. Articulate **moral emotion**: gratitude, admiration, regret, etc.
2. Identify **exemplars**.
3. Identify **contexts** in which they want to practice the virtue.
4. Apply the virtue to a **role**.
5. Describe **moral commitments or intuitions**.

Leap from Theory to Practice

1. Craft a learning objective that reflects your hopes for what students will care about as a result of taking your course, using the format "Students will be able to..."
2. Identify one assessment strategy that would help make student learning visible.
3. Identify one learning activity that would give students an opportunity to grow, per your learning objective.
4. Share your work with a partner. Ask them for feedback on one or more of the following: what is clear and unclear; what other assessments or activities ideas might I use?
5. Switch feedback roles.
6. Bring any questions to the debrief.

Virtue Perception Workshop

Individual Writing: What do you hope your students pay attention to as a result of taking your class? To what kinds of information do you hope they are especially attuned?

Individual Writing: For what moral questions/challenges might your discipline provide especially useful insights?

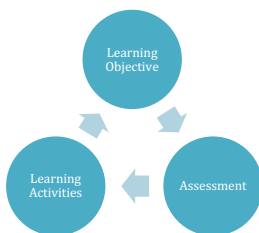
Crafting Moral Perception LOs

Give students a chance to demonstrate that they...

1. **Know when** to practice a particular virtue.
2. **Use disciplinary analytical practices** to inform their response to a moral challenge.
3. **Notice and can interpret information** relevant to virtuous action.

Leap from Theory to Practice

1. Craft a learning objective that reflects your hopes for the habits of attention and analysis you hope your students develop and utilize in service of ethical action, using the format “Students will be able to...”
2. Identify one assessment strategy that would help make student learning visible.
3. Identify one learning activity that would give students an opportunity to grow, per your learning objective.
4. Share your work with a partner. Ask them for feedback on one or more of the following: what is clear and unclear; what other assessments or activities ideas might I use?
5. Switch feedback roles.
6. Bring any questions to the debrief.



Virtue Relevant Skills Workshop

Individual Writing: What interpersonal &/or intrapersonal skills do you want your students to be more adept at as a result of your program/course?

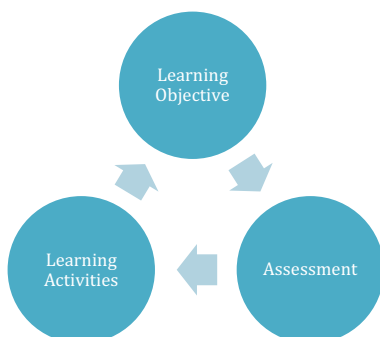
Crafting LOs for Virtue-Relevant Skills

Give students a chance to...

1. Demonstrate **emotional regulation skills** that constitute/support virtuous action.
2. Demonstrate **emotional executive function skills** that constitute/support virtuous action.
3. Demonstrate **social skills** that constitute/support virtuous action.

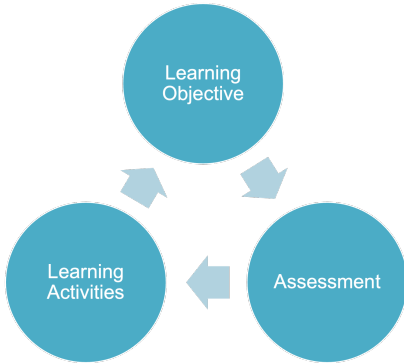
Leap from Theory to Practice

1. Craft a learning objective that reflects your hopes for the skills you hope your students develop and utilize in service of ethical action, using the format “Students will be able to...”
2. Identify one assessment strategy that would help make student learning visible.
3. Identify one learning activity that would give students an opportunity to grow, per your learning objective.
4. Share your work with a partner. Ask them for feedback on one or more of the following: what is clear and unclear; what other assessments or activities ideas might I use?
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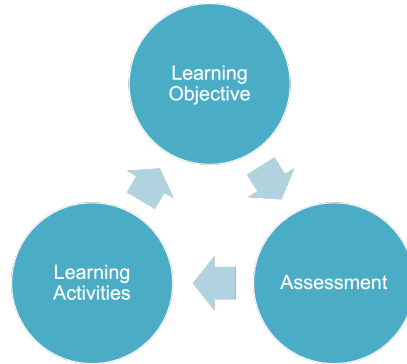


Selection and Alignment Workshop

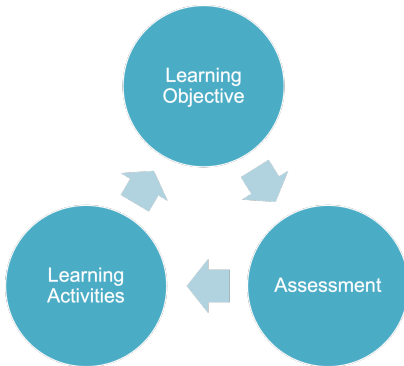
Literacy



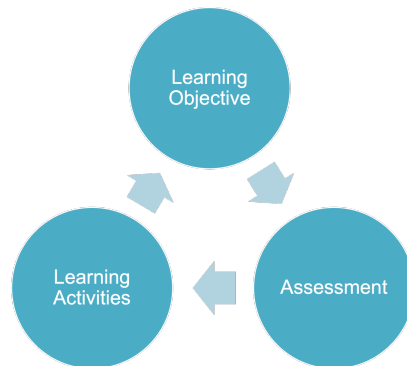
Motivation



Perception



Skill



Liz's Working Definitions of Moral Virtues

(Feel free, but not obliged, to borrow.)

Virtue	Description
Compassion	Enables a person to think, feel, and act excellently (i.e. in understanding & caring ways) in the face of human suffering .
Courage	Enables a person to think, feel, and act excellently (i.e. in ways that embody your highest values and ideals) in the face of risk and threat .
Fairness	Enables a person to think, feel, and act excellently (i.e. in unbiased, reasonable, equitable ways) when making a decision about what is due to oneself and others .
Generosity	Enables a person to think, feel, and act excellently (i.e. in ways that are constructive and non-obligatory) in the face of resource scarcity .
Gratitude	Enables a person to think, feel, and act excellently (i.e. perceptively, appreciatively, and warmly) in the face of others' contributions to one's own wellbeing .
Honesty	Enables a person to think, feel, and act excellently (i.e. in ways that promote truth and understanding) in the face of communication barriers and threats .
Hope	Enables a person to think, feel, and act excellently (i.e. creatively and positively) in the face of overwhelming and demoralizing challenges .
Humility	Enables a person to think, feel, and act excellently (i.e. with appropriate respect of their own and others' fundamental dignity) in the face of status hierarchies that rank human beings as more or less worthy of others' concern.

Joy	Enables a person to think, feel, and act excellently (i.e. with buoyance and pleasure) in the face of life's many gifts .
Practical Wisdom	Enables a person to think, feel, and act excellently (i.e. with clarity about which values are the most important and how they can be feasibly promoted) in the face of complex, non-ideal decision-making situations .
Respect	Enables a person to think, feel, and act excellently (i.e. with careful and serious consideration) in the face of others' (especially very different others') rights and concerns .
Temperance	Enables a person to think, feel, and act excellently (i.e. moderately and healthfully) in the face of pleasurable and/or soothing substances and/or experiences .

Example Learning Objectives¹

Compassion

Students will be able to...

Moral/Virtue Literacy

- Compare and contrast Buddhist, Christian, and secular accounts of compassion.
- Define and give examples of empathy, sympathy, compassion.
- Identify three examples of compassion within course readings.

Moral Motivation

- Explain their beliefs about the role of compassion (and its limits) in a satisfying life.
- Narrate an instance of compassion [in a particular context] they admire and wish to emulate.
- Identify an exemplar of compassionate [insert a role of importance to the student].

Moral Perception

- Notice body language and verbal cues of distress.
- Recognize structural predictors of suffering (Gini coefficient, unemployment rates, internal migration rates, etc.).
- Locate possible resources [within a particular context] to relieve suffering.

Intra- and Interpersonal Skills

- Interrupt patterns of over-identification with others' distress.
- Ask questions to ascertain another person's needs.
- Collaborate with other persons and organizations whose work aims to relieve human suffering.

Generosity

Moral/Virtue Literacy

- Explain the relationship among generosity, philanthropy, and charity.
- Craft a definition of generosity informed by the Qur'an and Talmud.
- Analyze Mackenzie Scott's philanthropic activity using your definition of generosity.

Moral Motivation

- Celebrate someone whose practice of generosity—whether of time, money, attention, talent, etc.—they admire.

¹ This list is not exhaustive! Some learning objectives could fit in multiple categories. Not all of these learning objectives make sense for graded courses. Some might be more appropriate to extracurricular settings.

- Write a personal ethic of money, including an account of the role of generosity within that ethic.
- Describe how various experiments of generosity have felt and what they have learned.
- Explain what it means to them personally to “be a cheerful giver.”

Moral Perception

- Recognizes good matches between another person’s or community’s needs and their resources (time, money, skills, etc).
- Generates a community asset and needs map.

Intra- and Interpersonal Skills

- Evaluate and address fear of financial insecurity.
- Budget for charitable giving.

Integrity

Students will be able to...

Moral/Virtue Literacy

- define the concepts of moral values, accountability, and integrity.
- give examples of integrity as it is practiced by people who hold values similar to theirs and by people who hold values different from theirs.
- analyze behavior in terms of actors’ stated values (not their own stated values)

Moral Motivation

- express the moral values and goals they hold most dear and why.
- describe what it *feels* like to practice integrity, drawing on a personal experience.
- describe what it *feels* like to practice moral mis-alignment, drawing on a personal experience.

Moral Perception

- identify situations in which they consistently struggle to live into their values.
- locate resources within a situation that could aid them in living into their values.
- recognize which values are at stake for them in a particular situation.

Intra- and Interpersonal Skills

- set mundane, practical goals that reflect their moral ideals.
- make plans either to avoid a situation in which they consistently struggle to live into their values and/or to navigate that situation differently going forward.
- build connections with people who share their values [in a particular context]

Justice

Students will be able to...

Moral/Virtue Literacy:

- Explain competing/complementary theories of justice
- Articulate the relationship between justice and fairness [in a particular context]
- Define distributive justice, retributive justice, restorative justice, etc.

Moral Motivation

- Articulate their own vision of justice [for a particular context or with regard to a particular social problem]
- Depict an instance of the kind of shalom [historical or imagined] they wish to experience.
- Explain what it would mean to practice justice in a social role important to them (student, citizen, family member, employee, etc.).

Moral Perception

- Identify real life situations beyond the classroom where they have an opportunity to practice/pursue/promote justice and/or equity.
- Utilize [an analytical tool from your discipline] to evaluate the justness real life situations.
- Recognize in real time situational conditions that might promote various kinds of injustice through bias (immediacy, authority, in-group/out-group, status quo, etc.).

Intra- and Interpersonal Skills

- Utilize 1-3 strategies to anticipate and correct for bias in group decision-making settings.
- Manage anger arising from experiences of injustice.
- Acknowledge injustices for which they have a responsibility.

Care

Students will be able to...

Moral Motivation

- Describe the kind of care they would like to practice [in a role of importance to them and relevant to your course].
- Explain their beliefs about the role of caregiving (and its limits) in a satisfying life.

Moral Perception

- Recognize opportunities and barriers to giving care [in some context relevant to your course].
- Identify who needs what kinds of care [in a case study relevant to your course].

Intra- and Interpersonal Skills

- Ask questions to ascertain another person's needs.
- Ascertain when/if the student has the capacity to meet another's needs.

Moral/Virtue Literacy

- Compare and contrast Nel Noddings' account of care with one of the student's family member's understanding of the term.
- Give examples of care they have given or experienced.