**How do you facilitate group work in your capstone?**

* Reflect on roles
* Provide structure – checklists, deadlines, roles
* Must be authentic
* Self-grading increases engagement
* Practice with teams before implementation at sites
* Frank discussion of group dynamics, etc.
* Guidelines for what makes a “good group”
* Individual accountability, reflection on group process
* Team participation is part of the grade for projects
* Weekly check
* Empowering students
* Students take role consultants
* Learning through serving group chapter
* Shifting from “I” to “we”
* Create supportive atmosphere
* Recognize expertise
* Group contract designed by students
* Action timelines
* Midterm check in presentations
* Weekly in-class group meeting
* Students need to hear each others’ stories
* Online communities
* Don’t grade as group
* Second half of term, half of class group work
* Group assessment of text
* Organizational calendar for last 4 weeks
* As a group, listen to “This American Life”
* Then acknowledge/discuss roles
* 360 degree evaluation – instructor, class, peers, small groups
* Self review for grade – what did you learn, what grade do you think you deserve
* Instructor responsibility – facilitation community building within group

**How do you bring the diversity goal alive in your capstone?**

* Surface various forms of diversity
* Have a community partner that is diverse
* Begin with student’s personal experience and instructors
* Encourage ways to have open discussion
* Work with microact sessions
* Make room for many forms of telling their stories
* Share treasures
* Name it
* Cultural iceberg
* Explore stats: research on social
* Facts aren’t feelings and vice-versa
* Give bell hook’s pedagogy on being self-actualized: focus on relationship reflection that explores personal values
* Exercise: what have you done?
* Field notes
* Encourage mindfulness and awareness of diversity and the challenge/discomfort difference presents.
* Anonymous post-it note, acuity to explore individual perceptions/opinions
* Share individual skills and experience with class and what each student can bring to their groups
* Students bring back volunteer experiences
* Remember “planting the seed” that reflection of diversity will hopefully continue after class
* Go under the surface
* In class writing
* Recognize diversity that is there
* Prioritize themes – social injustice – within the curriculum
* Awareness of social injustice at a local level
* Presenting realities that are real and hard but lead to change
* Reassess “diversity” and define the goal we are teaching to

**How do you sustain a positive community partnership?**

* Legacy
* Precourse prep to understand partners needs
* Frequent contact with partner
* Long term relationship
* Bringing partners into the classroom
* Larger teams, fewer partners
* Remember what the partner needs/wants
* Tempering expectations of students and community partners
* Working with students to understand they are part of something way bigger than themselves
* Prepare students well to work with partner
* Temper expectations
* Students meet with partner during week 1 on site in small groups or individually
* Invite to class
* Potluck with entire organization as icebreaker
* At end of term, have a discussion with whole class on partnerships and what to improve on next capstone
* Do a “motivational interview” with partner to engage what interests them about capstone, trepidation, etc.
* Thank you cards/feedback
* Volunteer as community partner yourself
* Follow up meetings with partner
* Final presentation potluck
* Creating something truly valuable for the CP

**How do you help students take ownership of their own capstone experience?**

* Choose own research topic
* Role modeling
* Balance
* Make explicit their responsibilities
* Dr. Brene Brown’s TED talk
* Decision making exercises bringing in student perspective
* Self reflection on course participation
* Group check-ins
* Norms/group contracts
* Ownership over expertise
* Facilitate how to use resources to reflect on failure
* Structure partnerships in a way that students must be the bridge/ communicator with CP
* Reflection writing
* Connect on own with new community organization of their choice
* Get out of the way
* Students write bullet points about how to achieve G + O =
* Students create and publish their own “product” and exhibit
* Self-grading
* Students set soundtrack for class – let them share music that speaks to their experience
* Community partners are real
* Student experience genuine being heard and seen
* Be explicit about peer teaching/learning and ownership of their own experience
* Start with questions
* What are they curious to learn?
* Wait on the syllabus
* Students contribute to course content
* Final self reflection
* Active engagement with community partners
* Putting the participatory process into action together as a team

**How do you appeal to a diverse set of learners in your capstone?**

* Prezzi essay ppt video poster session
* Different types of materials TEDtalk
* Creating a learning space with values each and all experiences
* Assess technology comfort
* Variety of voices in the reading materials
* Different learning activities
* Practicing learning through doing
* Practice alternative assignments
* Assess/engage prior learning
* Creating open respectful environment
* Different modes of reflection: written, small group, very structured, less structured
* By thinking about how others learn they think about their needs
* Different options + modes of response
* Students take ownership
* Create space for vulnerability (instructor too)
* Make space for introverts – ask them how they would like to share
* Combining complementary skills/interests on project teams
* Build relationships
* Make room for experimenting
* Understand cultural background of students
* Have students lead modules or lessons and contribute to course
* Different types of media