

## **Periclean Voter Engagement Fellow** **Evaluation Form**

*Please send completed evaluation and supplemental materials by **November 16, 2020** to Arielle del Rosario: [arielle.delrosario@projectpericles.org](mailto:arielle.delrosario@projectpericles.org).*

Name: Rebecca Lucas

Title: Assoc Prof

College/ University: Maryville College

Department: Division of Education

Course Title: Seminar for Student Teachers

### **Course Evaluation\***

1. Briefly (1 to 3 paragraphs) describe your strategy for incorporating nonpartisan voter registration education into your course(s).

Using a Project-based Learning approach, five student teachers will apply personal understanding of “Teaching as Activism” in preparing, exploring, implementing, and analyzing relevant lesson plans that will expose their own students (grades 9-12) to the concepts of civil discourse, voter rights, debate analysis, and candidate education. The ultimate outcome of this project is to encourage, motivate, and educate high school voters from predominately rural, disadvantaged areas in East TN to actively exercise informed voting rights in current and future elections. Materials provided from Periclean (and others) will be used to prepare student teachers (those who are student teaching this semester and working w/ local high school students every day) to develop and implement non-partisan, multidisciplinary lessons focused on civil discourse, voter registration, candidate research and analysis, and why voting matters. The content will be delivered in a hybrid format (in-person, online meetings, and asynchronous sessions) to five senior-level students (all of voting age) over four, 3-hour sessions. The project goal is to encourage a small number of (Tier 1) student teachers to impact a larger audience of (Tier 2) high school students who are of voting age. Qualitative interviews with student teachers and pre/post voter surveys of both student teachers and high school students will be collected as evaluative data to assess learning goals.

2. What supplemental materials from the Project Pericles Voting Modules/Ask Every Student did you use? What other resources did you utilize?

Periclean Voting Modules

Campus Vote Project

Campus Engagement Election Project/NonPartisan Election Guides

Vote.org

Our college library provided many supplemental materials that supported our project.

#### Pledge to Vote



#### Choosing a Party

##### Political Typology Quiz (from the Pew Research Center)

Where do you fit in? Conservative? Liberal? In-between?



\*By submitting this evaluation, you permit Project Pericles publish content and materials from the “Course Evaluation” section in an online database showcasing examples of how faculty used the Voting Modules. This database will inspire other faculty to incorporate voter registration education in their courses. Project Pericles will attribute each course to its faculty authors and college or university.

## Fact Checking

- **Consumer Watchdog**

Consumer Watchdog is a non-profit, progressive organization advocates for taxpayer and consumer interests, with a focus on insurance, health care, political reform, privacy and energy.

- **FactCheck.org (Annenberg Public Policy Center)**

"We are a nonpartisan, nonprofit "consumer advocate" for voters that aims to reduce the level of deception and confusion in U.S. politics." - from Web site. Annenberg Public Policy Center of the University of Pennsylvania

- **PolitiFact**

Home of the Truth-O-Meter, PolitiFact is a fact-checking website that rates the accuracy of claims by elected officials and others who speak up in American politics.

## Election Information, News, and Polls

### Election Information and News

- **270 to Win: 2020 Presidential Election Interactive Map**
- **Ballotpedia**
- **Blount County Democratic Party**
- **Blount County GOP 2020**
- **Center for Public Integrity**
- **Decmocratic National Committee**
- **GoVoteTn**
- **Libertarian Party of Tennessee**
- **New York Times Election Guide 2020**
- **Republican National Committee**
- **Tennessee Democratic Party**
- **Tennessee Green Party**
- **Tennessee Republican Party**
- **VoteSmart - Facts Matter**
- **The Wall Street Journal Campaign Wire: Election 2020**

### Polls

\*By submitting this evaluation, you permit Project Pericles publish content and materials from the "Course Evaluation" section in an online database showcasing examples of how faculty used the Voting Modules. This database will inspire other faculty to incorporate voter registration education in their courses. Project Pericles will attribute each course to its faculty authors and college or university.

## How to Discuss and Understand Issues

- **2020 Election Resources Connection in a Time of Polarization**

The Living Room Conversations Host Toolkit gives you everything you need to have great conversations with family, friends, co-workers, and even people you've never met.

- **A Crucible Moment: College Learning and Democracy's Future**

A Crucible Moment calls on educators and public leaders to advance a 21st century vision of college learning for all students—a vision with civic learning and democratic engagement an expected part of every student's college education.

- **How to Have a Civil Discussion about Politics at Work (or Anywhere Else) by Alysha Clark**

Given such a hostile political environment, is calm, rational public discourse even possible anymore? I submit that we do not have to throw up our hands in frustration and shy away from political discussion; fruitful conversations can take place even in the most unlikely of settings—the workplace.

- **Institute for Democracy & Higher Education: Facilitating Political Discussions**

This packet of workshop materials is designed to assist experienced facilitators in training others to facilitate politically charged conversations. To many on campuses, the scenarios within will look familiar. The materials are broken into "modules" and facilitation trainers can use all or some of them to fit their needs.

- **Keeping It Civil: How To Talk Politics Without Letting Things Turn Ugly by Caroline Kelly**

Talking about controversial topics with your political opposite can feel like an exercise in futility. One tip, experts say, is to establish common ground as quickly as you can.

- **A Plea for Civil Discourse: Needed, the Academy's Leadership by Andrea Leakes**

Representing the work of the National Task Force on Civic Learning and Democratic Engagement (2012), the report builds a strong case for higher education's responsibility, in collaboration with the larger society, for assuring that all students have the skills and knowledge they need to become informed, civically engaged citizens. This article is intended to complement A Crucible Moment by focusing in greater depth on civil discourse and the crucial need for colleges and universities to commit strongly to its survival.

- **Project Pericles**

Project Pericles is a vibrant consortium of 30 colleges and universities that promotes civic engagement within higher education. Building on the innovative vision of Eugene M. Lang, Project Pericles works in the classroom, on the campus, and in the community. Project Pericles is at the forefront of civic engagement and social responsibility in areas including faculty and course development, curricular coherence, and research into best practices. We empower college students by giving them the tools they need to engage effectively in the democratic process and the lives of their communities.

- **Toward a Civil Discourse: Rhetoric and Fundamentalism by Sharon Crowley**

Toward a Civil Discourse examines how, in the current political climate, Americans find it difficult to discuss civic issues frankly and openly with one another. Because America is dominated by two powerful discourses—liberalism and Christian fundamentalism, each of which paints a very different picture of America and its citizens' responsibilities toward their country—there is little common ground, and hence Americans avoid disagreement for fear of giving offence.

- **What Are Dialogue & Deliberation?**

Dialogue and deliberation are most useful when people see a discrepancy between what is happening and what they think should be happening in the world or on an issue—yet there is no widespread agreement or shared understanding about what specifically should change.

3. If applicable, describe any additional evaluations you conducted. Please attach materials (evaluations, handouts, PowerPoint presentations) that relate to the facilitation of your course.

I used the Inquiry Design Model to provide a framework for the project.

Assigned Reading>>>[Making Inquiry Critical](#)

Web Resource>>>[Using the Inquiry Design Model](#)

\*By submitting this evaluation, you permit Project Pericles publish content and materials from the "Course Evaluation" section in an online database showcasing examples of how faculty used the Voting Modules. This database will inspire other faculty to incorporate voter registration education in their courses. Project Pericles will attribute each course to its faculty authors and college or university.

4. Please provide additional comments here (surprises, successes, challenges, recommendations).

Our greatest challenge was mentor teacher stress. With the persistent threat of moving from face to face instruction to virtual schooling our mentor teachers were reluctant to give up class time for project activities.

### **Student Information**

1. A goal of the program is to empower students with the confidence and knowledge to cast their vote in November 2020.

How many students did you help to reach this goal? If your students registered others to vote, please indicate how many people they reached and their demographics.

Again, as a result of stress related to pandemic threat of closing schools my students were not able to formally implement the project. However, they did prepare for and do the research for the project. This prepared them to engage students in a really informal, non-threatening conversation around issues, the election, social ills... They reported that very rich, meaningful moments occurred in the hallway, at lunch time, or during bus duty.

2. A goal of the program is to help close the age gap that exists between 18- to 21-year-old voters and voters of other ages; and the ethnic/racial participation gaps that exist between students of color and white students.

Please describe or attach the demographics (age and ethnicity/race) of the students you reached.

\*By submitting this evaluation, you permit Project Pericles publish content and materials from the "Course Evaluation" section in an online database showcasing examples of how faculty used the Voting Modules. This database will inspire other faculty to incorporate voter registration education in their courses. Project Pericles will attribute each course to its faculty authors and college or university.

○ Tier 1 / Student Teachers

▪ Maryville College

- 2020-2021 Senior Student enrollment = 117 Students w/ Senior status

Fall 2020 Seniors (90+ earned credit hours)

| Ethnicity          | Count      | %           |
|--------------------|------------|-------------|
| Asian              | 1          | 1%          |
| Black              | 7          | 6%          |
| Hispanic           | 1          | 1%          |
| Non-residential    | 1          | 1%          |
| Two or More        | 7          | 6%          |
| Unknown            | 2          | 2%          |
| White              | 98         | 84%         |
| <b>Grand Total</b> | <b>117</b> | <b>100%</b> |

Fall 2020 Seniors (90+ earned credit hours)

| Gender             | Count      | %           |
|--------------------|------------|-------------|
| Female             | 74         | 63%         |
| Male               | 42         | 36%         |
| Unknown            | 1          | 1%          |
| <b>Grand Total</b> | <b>117</b> | <b>100%</b> |

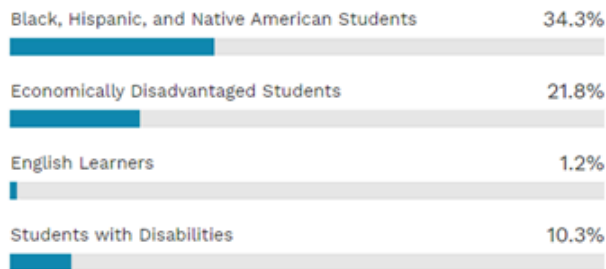
\*\*\*Information provided by Dr. Jerilyn Swann, Maryville College Associate Dean and Director of Institutional Research

○ Tier 2 / High School Students

▪ Alcoa High School / Alcoa City Schools

- 2020-2021 Student enrollment= 682

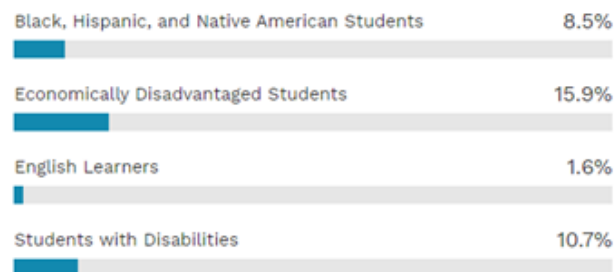
**WHAT PERCENTAGE OF STUDENTS ARE  
IN SPECIFIC STUDENT GROUPS?**



▪ Halls High School / Knox County Schools

- 2020-2021 Student enrollment = 1284

**WHAT PERCENTAGE OF STUDENTS ARE  
IN SPECIFIC STUDENT GROUPS?**

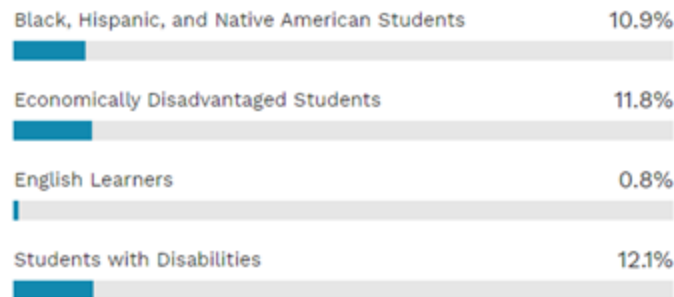


\*By submitting this evaluation, you permit Project Pericles publish content and materials from the “Course Evaluation” section in an online database showcasing examples of how faculty used the Voting Modules. This database will inspire other faculty to incorporate voter registration education in their courses. Project Pericles will attribute each course to its faculty authors and college or university.

▪ Maryville High School / Maryville City Schools

- 2020-2021 Student enrollment = 1225

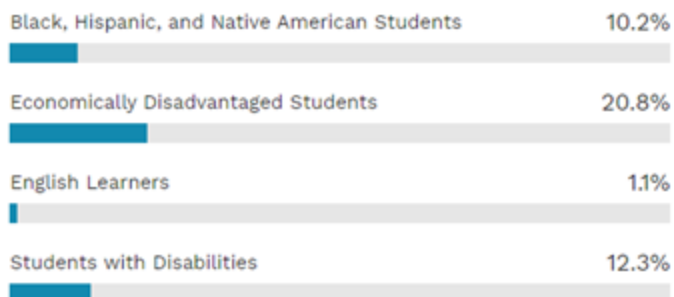
**WHAT PERCENTAGE OF STUDENTS ARE IN SPECIFIC STUDENT GROUPS?**



▪ Heritage High School / Blount County Schools

- 2020-2021 Student enrollment = 1396

**WHAT PERCENTAGE OF STUDENTS ARE IN SPECIFIC STUDENT GROUPS?**



3. Please rate the degree to which you agree or disagree with the following statements:
  - a. The students have an increased understanding of the voter registration process and how to cast their vote.  
Strongly Agree • Agree • **Neutral** • Disagree • Strongly Disagree
  - b. The students have an increased understanding of the importance of voting.  
Strongly Agree • **Agree** • Neutral • Disagree • Strongly Disagree
  - c. I intend to implement voter education into future iterations of my course.  
**Strongly Agree** • Agree • Neutral • Disagree • Strongly Disagree

### Virtual Faculty Convening

1. Which online faculty convening session did you attend? Feel free to provide additional comments about the convening.

\*By submitting this evaluation, you permit Project Pericles publish content and materials from the “Course Evaluation” section in an online database showcasing examples of how faculty used the Voting Modules. This database will inspire other faculty to incorporate voter registration education in their courses. Project Pericles will attribute each course to its faculty authors and college or university.

Sept 25 and Oct 21

I found both convenings extremely helpful, insightful, motivating, and informative. I appreciate that only 1 was required, but both were extremely helpful to me. I also really am grateful to be selected as a PVEF during a pivotal, significant election year. Wow!! What a great year to have these discussions with students.

2. What resources would be helpful for Project Pericles and the Students Learn Students Vote Coalition to develop for faculty in future semesters?

As a teacher educator, I would like to find a resource curation of materials for K-12 teachers organized by type of material and topic and grade level. Lesson plans created by educators for educators would be a valuable resource.

**Sending and Receiving the \$250 Award:** Given the potential changes in campus operations due to coronavirus disruptions, please let us know where we should send the check (full address) and to whose attention.

Please note: The check will be addressed to your college or university. As per the RFP, “Uses of the Grant: The grant award money may be used at the discretion of the faculty member and their institution. The faculty evaluation materials are due November 16, 2020. The awards will be distributed in December 2020.”

Attn: Dr. Rebecca Lucas, Periclean Voter Engagement Fellow  
Division of Education / Maryville College  
502 E. Lamar Alexander Parkway  
Maryville, TN 37804

**\*\*Thank you for the opportunity to participate, to grow and learn, to connect with others, and to share the amazing Periclean Project resources with my students.**  
BLucas

(Link to Student Project ...to be added on Nov 24)

\*By submitting this evaluation, you permit Project Pericles publish content and materials from the “Course Evaluation” section in an online database showcasing examples of how faculty used the Voting Modules. This database will inspire other faculty to incorporate voter registration education in their courses. Project Pericles will attribute each course to its faculty authors and college or university.