

Bringing It Home: Designing Re-Entry for STEM Education Abroad Programs

HANDOUT 4 — Community Knowledge and Opportunity Canvas

Authors:

- **Cedrick A. K. Kwuimy**, Associate Professor, Department of Engineering Education, University of Cincinnati
- **Dekuwmini (Dee) Mornah**, Associate Professor of Entrepreneurship, Haile College of Business, Northern Kentucky University

PURPOSE

In Session 3, you used **DEAL–Describe** to identify a significant experience and capture evidence of what occurred. Session 4 moves to **DEAL–Examine** by asking what that experience means and what shaped it.

You will examine the experience through multiple lenses:

Community Knowledge | Context | Disciplinary Knowledge | Professional Learning

The goal is to move from **evidence to deeper understanding**, without yet developing solutions.

Community-Centered Lens: Focus on what can be learned from the community's knowledge, assets, practices, and responses within its particular context. The goal is not to evaluate the community's approach, but to understand what shaped it and what it reveals.

- **What happened?**
- **Why did it happen this way?**
- **What shaped it?**
- **What can be learned?**

PART I. RETURN TO THE EVIDENCE

Return to the significant experience you identified in Session 3.

Significant experience:



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One important piece of evidence you captured:

What initially appeared to be the central challenge?

PART II. EXAMINE COMMUNITY KNOWLEDGE AND CONTEXT

Community Challenge

What challenge was the community addressing?

Community Assets and Knowledge

What strengths, resources, knowledge, practices, or expertise were already present in the community?

Context

What contextual factors shaped the challenge or the way people responded?

- ☐ Economic conditions
- ☐ Infrastructure/resources
- ☐ Geography/environment
- ☐ Policy/regulation
- ☐ Technology access
- ☐ Education/workforce capacity
- ☐ Cultural/social practices
- ☐ Other _____

Which contextual factor was particularly important, and why?

Disciplinary Perspective

What does your disciplinary or professional knowledge help you understand about this experience?

PART III. EXAMINE PROFESSIONAL LEARNING

Select One Workforce Competency

Based on your examination of the experience, select **one competency** that becomes particularly visible.

- ☐ Problem solving
- ☐ Communication
- ☐ Teamwork/collaboration
- ☐ Adaptability
- ☐ Leadership/initiative
- ☐ Creativity/innovation
- ☐ Intercultural competence
- ☐ Disciplinary/technical knowledge
- ☐ Resourcefulness
- ☐ Stakeholder engagement
- ☐ Decision making under uncertainty
- ☐ Ethical decision making
- ☐ Opportunity recognition
- ☐ Entrepreneurial thinking
- ☐ Other _____

Competency selected: _____

What evidence from the experience demonstrates this competency?

Professional Learning

What does this experience help you understand about professional practice in this context?

Examine an Assumption

What assumption about the challenge, community, knowledge, or professional practice does this experience challenge or complicate?

PART IV. COMMUNITY OPPORTUNITY MAP

Compare your individual analysis. As a group, develop one shared Community Opportunity Map that captures the most important insights from your discussion.

Dimension	Group Insight
Community Challenge	
Community Assets and Knowledge	
Important Contextual Factor	
Disciplinary Insight	
Professional Learning / Workforce Competency	
Evidence	
Emerging Question or Opportunity	

Emerging Opportunity

Based on your group's examination:

What question, unmet need, possibility, or opportunity became visible?

What community knowledge, asset, or contextual insight should remain central as this opportunity is explored?

PART V. DESIGN A DEAL EXAMINE PROMPT

Now shift from examining the case to designing for student re-entry. Develop one reflection question that could help students move from describing a global experience to examining what it means and what can be learned from it.

Our DEAL Examine Prompt

Check Your Prompt

Does your prompt encourage students to examine one or more of the following?

- ☐ Community knowledge and assets
- ☐ Contextual factors
- ☐ Disciplinary knowledge
- ☐ Professional learning/competencies
- ☐ Assumptions and perspectives

- ☐ Ethics and reciprocity
- ☐ Other _____

Does the prompt move students beyond describing what happened without asking them to propose a solution?

- ☐ Yes
- ☐ Needs revision

PART VI. PLENARY SYNTHESIS

Post **two items** from your group in the shared virtual workspace:

1. Our strongest DEAL Examine prompt:
2. Our emerging opportunity or question:

As you listen to other groups, note one idea you may want to adapt for your own re-entry programming:

SESSION 4 DELIVERABLES

1. Community Opportunity Map

A synthesis connecting Community Challenge | Community Assets and Knowledge | Context | Disciplinary Insight | Professional Learning | Emerging Opportunity

2. DEAL Examine Prompt

One reflection question that helps students move from describing what happened to examining what the experience means and what can be learned from it.