**2020 Census Planning Institute**

**Day 1**

**Course Design Track - Discussion Guide**

**Civic Learning Approach:** How can we deepen student learning about course content through the census? The census can be explored through the lens of:

* The digital divide and cyber security
* Educational equity
* Public health and health equity
* Political representation
* Economic development
* Immigration
* Race and ethnicity
* Constitutional law
* Historical events: Counting of enslaved Americans: Japanese internment
* Criminal justice/mass incarceration
* Nonprofit administration (fundraising/development)
* What else?

**Community Partnership Approach:**

* How might community partner organizations want support in engaging their constituents in the census?
* What might be on the line for their primary audiences?
* How could your courses potentially contributie?

**Dialogue and Deliberation Approach:**

* How can students practice civic skills of dialogue and deliberation using the 2020 census as the subject?
* See: “We All Count: Will we all be counted?” dialogue guide

**Crafting a high-impact assignment: Reflection**

What reflection reflection prompts will help students make meaning from their census assignment, whether through class discussion, written work, or other forms?

* Include questions that address: What? So What? Now What?
* “So What?” examples:
  + What academic material is relevant to the census? Explain.
  + How does the material show up in the census?
  + What academic/civic/professional skills did I use to draw those connections?
  + In what ways did I approach the census through the lens of a particular identity/lived experience/discipline/profession? What did I notice/focus on as a result?
  + How might I understand the census differently (or what might I focus on) if I were approaching it through a different lens? (different theory/discipline/issue, etc?)