



Fitz Center
for Leadership in
Community

Ways to Include Community Engaged Learning in Your Classroom

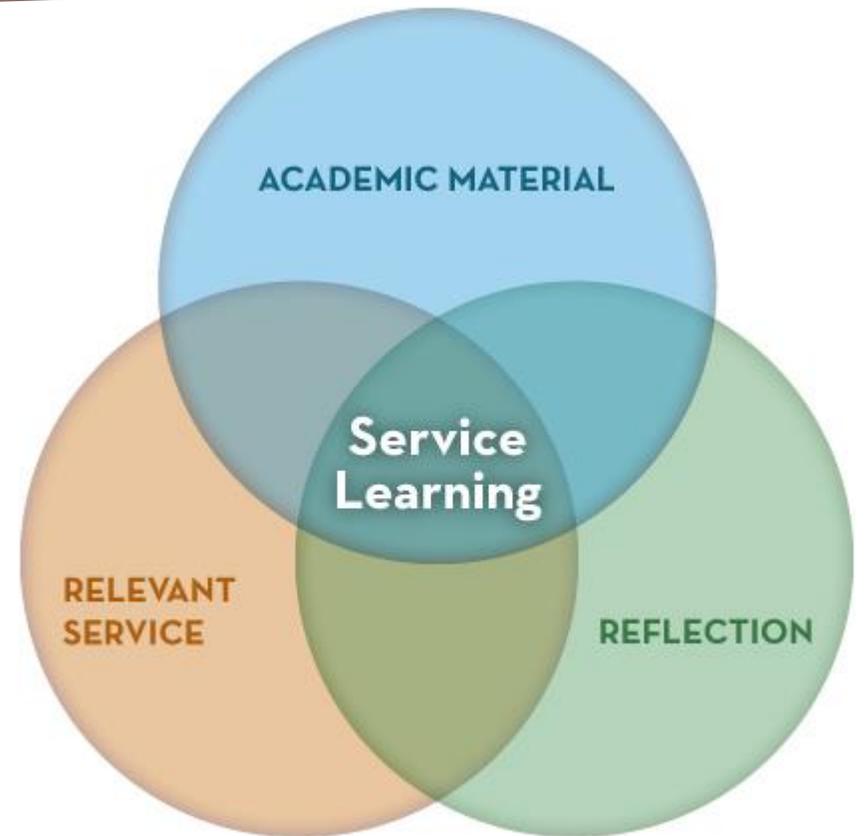
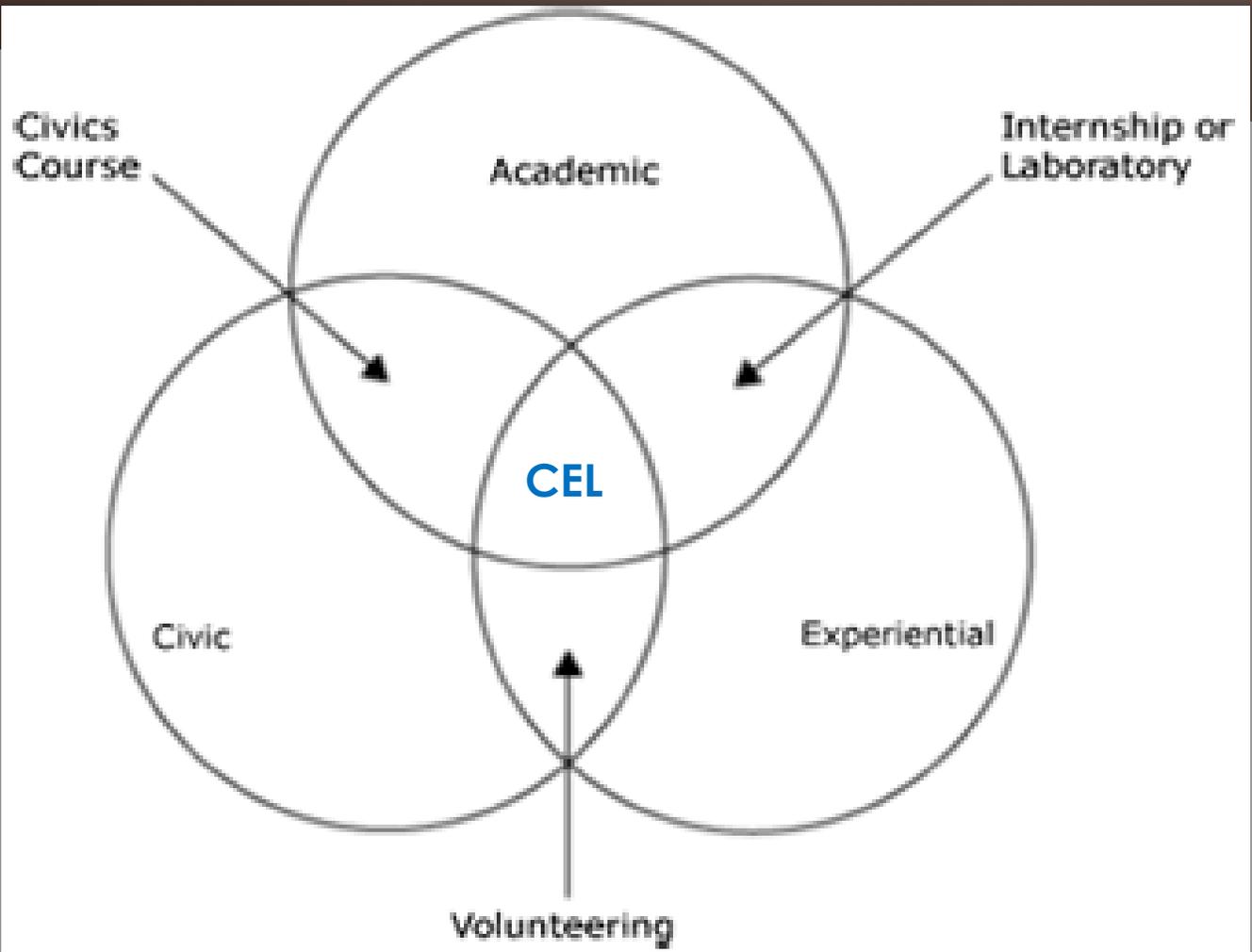
THE FITZ CENTER FOR LEADERSHIP IN COMMUNITY

COLLABORATION OPEN HOUSE, OCTOBER 30, 2015

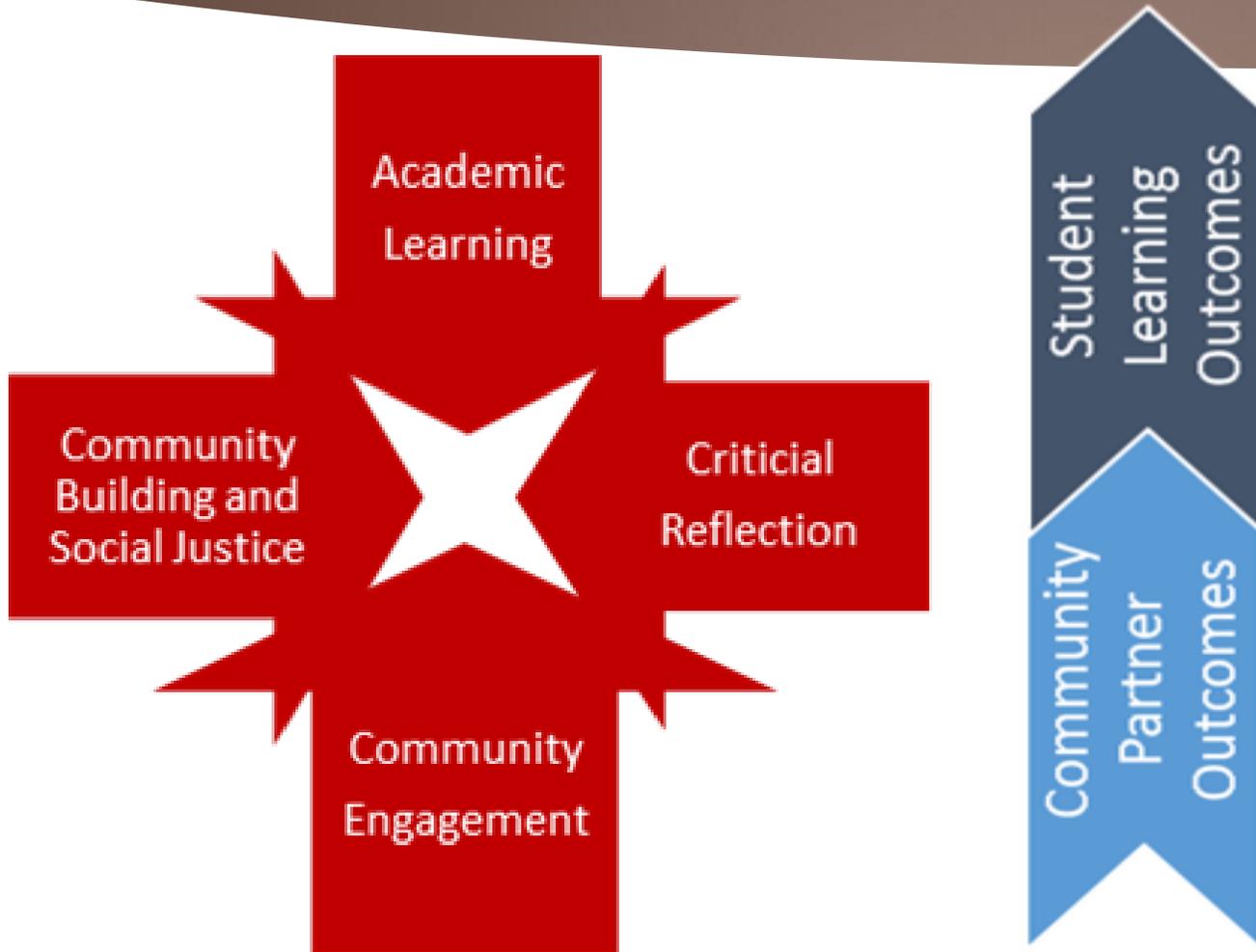
Overview

- ▶ Definitions
- ▶ Key Elements
- ▶ Foundational vs Advance
- ▶ Course Models
- ▶ Discipline Examples
- ▶ Logistics and Planning
- ▶ Summary

Definitions



Community Engaged Learning



NEEDS	ASSETS
<ul style="list-style-type: none"> • focuses on deficiencies 	<ul style="list-style-type: none"> • focuses on strengths
<ul style="list-style-type: none"> • results in fragmentation of responses to local needs 	<ul style="list-style-type: none"> • builds interdependencies
<ul style="list-style-type: none"> • makes people consumers of services; builds dependence 	<ul style="list-style-type: none"> • identifies ways that people can give of their talents
<ul style="list-style-type: none"> • residents have little voice in deciding how to address local concerns 	<ul style="list-style-type: none"> • seeks to empower people

Why CEL?

- ▶ Civic Learning
- ▶ Development of Practical Wisdom
- ▶ Working for The Common Good
- ▶ Mission Based
- ▶ Empowers, Inspires, and Engages Students
- ▶ Examines power, privilege, and oppression
- ▶ Educates for diversity and social justice
- ▶ Asset focused
- ▶ Builds Community Leaders and Civic Professionals
- ▶ Vocational Exploration

Key Elements – Reciprocal Partnership

- ▶ Community Partnership
 - ▶ Reciprocity
 - ▶ Co-Educators
 - ▶ Collaborators
 - ▶ Commitment, Communication, and Compatibility

Key Elements – Aligned Goals

- ▶ Aligned Community Engagement and Rigorous Learning Goals
 - ▶ assets, needs, and priorities
 - ▶ Developmental level of students
 - ▶ Integrated as critical dimensions of course

Key Elements – Preparing Students

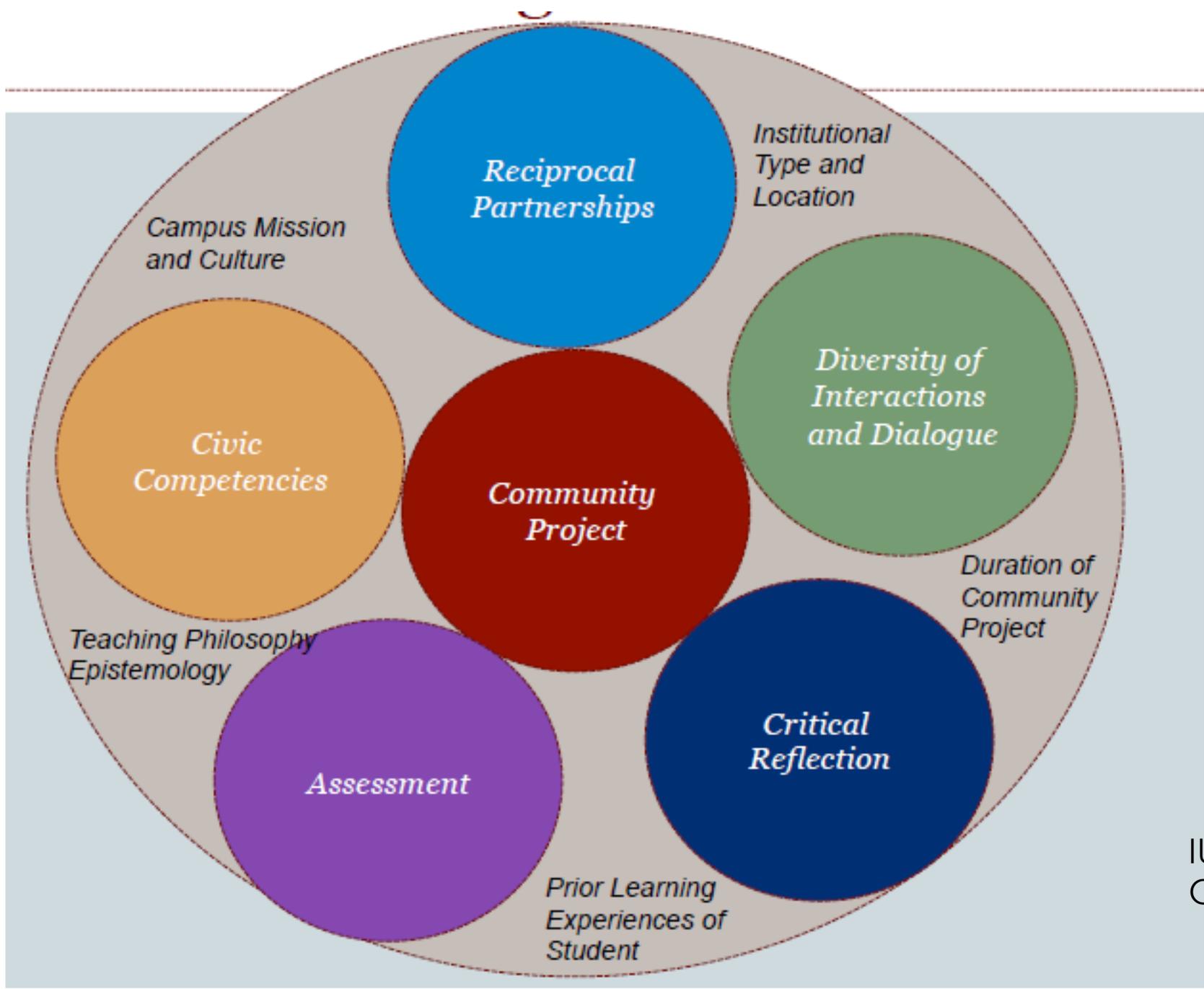
- ▶ Training, Orientation and Pre-reflection
 - ▶ Context
 - ▶ History
 - ▶ Community and Organization Research
 - ▶ Risk/Liability
 - ▶ Dialogue with Diverse Others
 - ▶ CEL Partner Agreement

Key Elements – Critical Reflection

- ▶ Critical Reflection Well Integrated
 - ▶ Student capacity to critically reflect is built is developed
 - ▶ Critical reflection happens throughout semester
 - ▶ Facilitated by all stakeholders
 - ▶ Assignments explore the relevance of the experience to academic content
 - ▶ Critical thinking is used to analyze social issues, recognize systems of power, and lead to new action

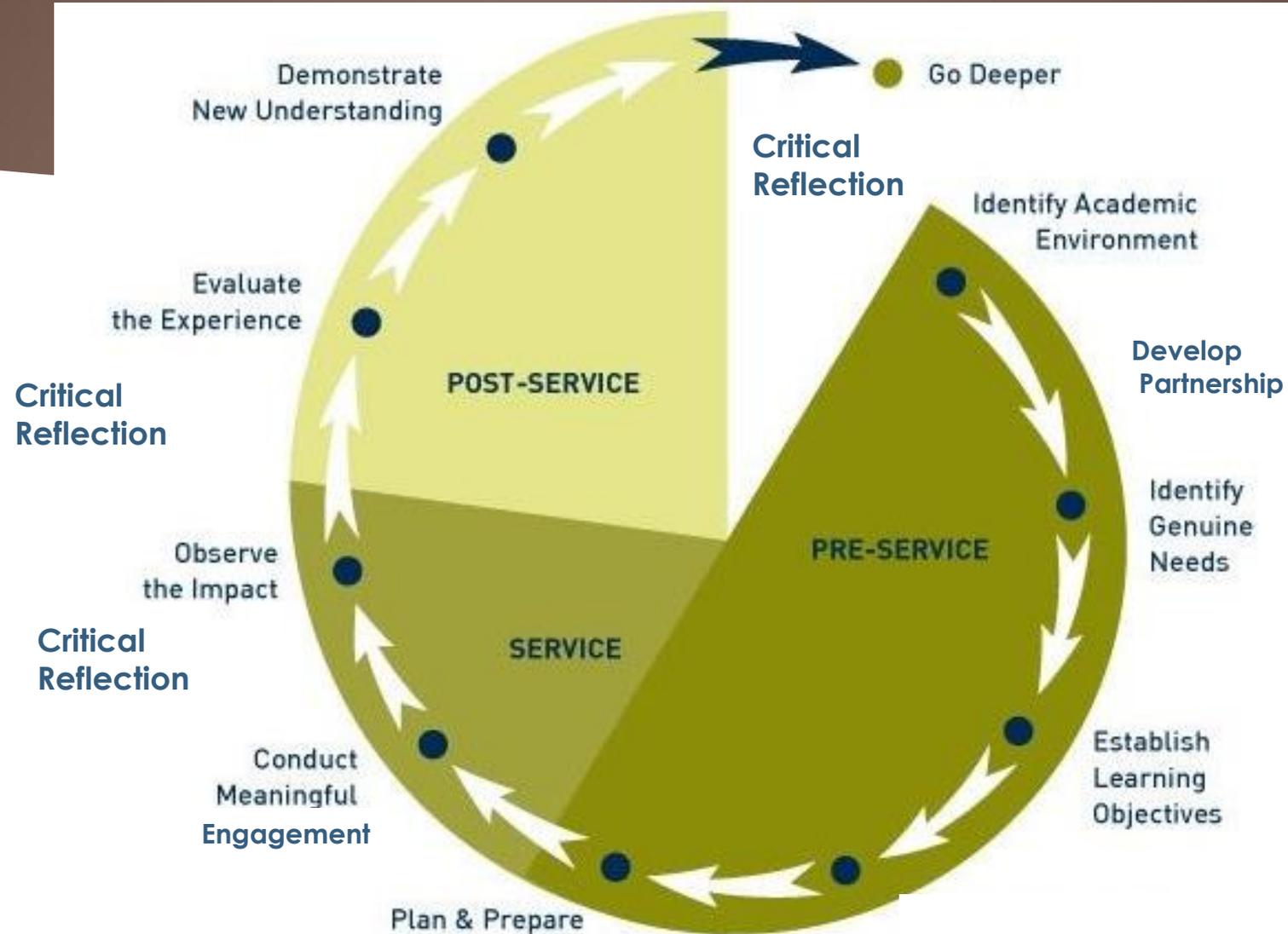
Key Elements - Assessment

- ▶ Assessment is used for...
 - ▶ Measuring learning outcomes
 - ▶ Assess artifacts of learning
 - ▶ Measuring community impact
 - ▶ Course improvement
 - ▶ Community engagement improvement



IUPUI Taxonomy
Of SL Courses, 2015

The Community Engaged Learning Cycle



Levels of CEL

Foundational

- ▶ Community based learning experiences, not necessarily direct (tours, attending community forums)
- ▶ Define public problem presented in class
- ▶ Describe how skills and knowledge from class address issue
- ▶ Describe ways civic values influence approaches
- ▶ Explain why working with diverse others is central to public problem solving
- ▶ Examine their willingness to contribute

Advanced

- ▶ Non-scripted, consequential work on public problems in collaboration with community external to university
- ▶ Non-academic partners are co-educators and work on public problems occurs in mutually beneficial ways
- ▶ Use a variety of learned knowledge and skills to think critically about the causes, consequences, and possible actions to solve public problems
- ▶ Apply civic values to collaborations
- ▶ Work effectively with diverse stakeholders
- ▶ Effectively contribute to public engagement

Modes of CEL

- ▶ Direct, Indirect service
- ▶ First year experience
- ▶ Project based
 - ▶ Research
 - ▶ Problem oriented
 - ▶ Discipline
 - ▶ Product oriented
 - ▶ Advocacy
- ▶ Capstone
- ▶ Community Engaged Research or Creative Activity
- ▶ Internship or Independent Study
- ▶ Community Building

Examples

- ▶ Indirect Engagement
 - ▶ Plan drug, violence, or disease prevention programs
 - ▶ Participate in urban renewal projects such as mural or house painting
 - ▶ Fundraise with direct interaction with a nonprofit beneficiary
 - ▶ Create brochures, flyers, posters, or annual reports for a nonprofit organization
- ▶ Research Engagement
 - ▶ Conduct energy audits in public buildings
 - ▶ Test water to assist with restoration efforts
 - ▶ Conduct research to protect endangered species
 - ▶ Conduct research for a community organization
- ▶ Advocacy Engagement
 - ▶ Conduct information campaigns
 - ▶ Draft legislation that helps or protects the community
 - ▶ Lobby on behalf of a community issue
 - ▶ Conduct nonpartisan voter registration drives
 - ▶ Organize a nonpartisan letter writing campaign for a social issue

Other Examples

- ▶ Displaying data in various ways for captivating stakeholders
- ▶ Writing and sharing stories of community members
- ▶ Writing grant proposals
- ▶ Creating maps of wetlands for area zoning officials
- ▶ Feasibility studies for possible community initiatives
- ▶ Enhancing operations, marketing, or databases of non-profits
- ▶ Working with communities to identify priorities and opportunities
- ▶ Testing water quality and using information to advocate for a community
- ▶ Working with a community to advocate for better access to health care
- ▶ Researching efficiencies and effectiveness of procedures and policies
- ▶ Community based research on effective practices for teaching children with special needs

How do I choose?

- ▶ Why would you like your students to engage with the community?
 - ▶ What are your interests and talents?
 - ▶ What do you hope for your students?
- ▶ What developmental level are your students? How experienced? Prepared? Culturally competent? Social empathy and/or humility?
- ▶ How much time and resources do you have to put into the community engaged projects and partnership?
- ▶ Are likely and relevant partners interested and have the capability to partner?
- ▶ Are you ready to integrate community engagement goals and processes into your classroom?
 - ▶ The philosophy of education should be demonstrated in and out of the classroom.

Where do I begin?

- ▶ Begin with you, your interests, and the academic topics you teach
- ▶ Next, consider partners and begin conversations
 - ▶ Contact the Fitz Center, who has many sustained partnerships and connections with the community.
 - ▶ They have ideas, they love to teach, they know the community.
 - ▶ Share your rough syllabus and collaborate on building the outcomes for the community engagement and the critical reflection integration.
 - ▶ Learn about the community and organization. Keep the friendship going.
- ▶ Start small. Build with partner. Be creative. Enjoy.

Questions? More Information?

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