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

CEL

Academic

Internship or Laboratory

Civics Course

Civic

Experiential

Volunteering

ACADEMIC MATERIAL

Service Learning

RELEVANT SERVICE

REFLECTION
Community Engaged Learning

**NEEDS**
- focuses on deficiencies
- results in fragmentation of responses to local needs
- makes people consumers of services; builds dependence
- residents have little voice in deciding how to address local concerns

**ASSETS**
- focuses on strengths
- builds interdependencies
- identifies ways that people can give of their talents
- 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-flection
  - 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 and developed
  - Critical reflection happens throughout the 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

Plan & Prepare

Conduct Meaningful Engagement

Observe the Impact

Evaluate the Experience

POST-SERVICE

Demonstrate New Understanding

Critical Reflection

Identify Academic Environment

Develop Partnership

Identify Genuine Needs

Establish Learning Objectives

PRE-SERVICE

Critical Reflection

Go Deeper
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

- **Advocacy Engagement**
  - Conduct research to protect endangered species
  - Conduct research for a community organization
  - 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.
Questions? More Information?

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