

COMMUNITY ENGAGED LEARNING:

Centre for Community Engaged Learning





LAND ACKNOWLEDGMENT



THE UNIVERSITY OF BRITISH COLUMBIA

Centre for Community Engaged Learning

Student Development & Services

WHO WE ARE....



THE UNIVERSITY OF BRITISH COLUMBIA

Centre for Community Engaged Learning

Student Development & Services

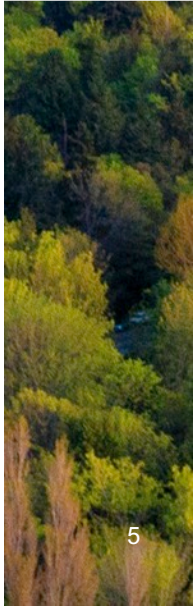
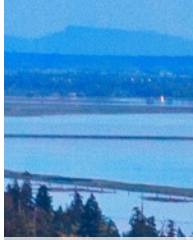
WE ARE HERE TODAY TO:

- Introduce the Social Impact Lab curriculum
- Share information about the 2022-pilot courses
- Offer you the opportunity to explore the Social Impact Toolkit



WHAT IS A SOCIAL IMPACT LAB (SIL)?

A transformative learning experience for UBC students to collaborate & achieve positive social change.



WHAT IS A SOCIAL IMPACT LAB (SIL)?

- Social labs prioritize innovation and experimentation to find solutions.
- Social labs encourage students to think systemically from understanding to project co-creation.

WHY IS CCEL'S SOCIAL IMPACT LAB DIFFERENT?

- CCEL embeds community engaged learning pedagogies & values into its social impact labs.
- CCEL-led social impact labs encourage the deconstruction of inequity by identifying social problems, root causes, and pathways for action that challenge pre-existing systems with community-led solutions.



TRADITIONAL COMMUNITY ENGAGED LEARNING

- Students are presented with a fully formed project.
- Pre-determined outputs guide the student teams.
- Course-based theories and concepts are closely tied to the project goals.

SOCIAL IMPACT LAB + COMMUNITY ENGAGED LEARNING

- Community partner brings challenge forward without a preconceived idea of how it should/could be tackled.
- Students, community, and faculty analyze, contextualize, and unpack the challenge
- Students co-create an actionable path forward and decide how best to address the challenge.
- Students work in direct partnership with the community to put those ideas into practice.



PURPOSE OF THE SOCIAL IMPACT LAB PILOT

- Identify the supports and systems required to effectively integrate SIL into curricular contexts
- Clarify the resources required to scale
- Test the efficacy of the SIL curriculum
- Identify support mechanisms for the preparation of students to engage in collective impact projects
- Assess whether pathways for orgs. to partner and faculty to bring students into closer contact with social issues is achieved.



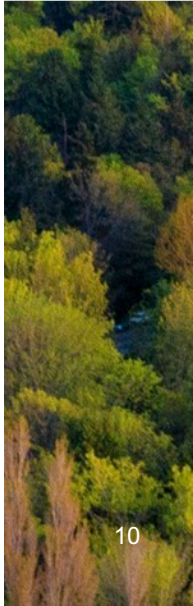
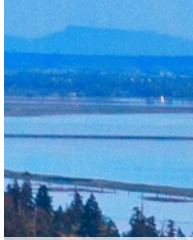
EXAMPLE: EDUCATION 525

- Learning objectives: Understand evaluation priorities, develop evaluation plan, apply evaluation theory to practice, understand organizational context, provide and receive feedback on evaluation plan.
- SIL curricular integration included a weekly workbook: values exploration and collective impact, working across difference, systems thinking, identifying a vision, and collaboration.



EXAMPLE: CLIMATE ACTION LABS 201/301

- Learning outcome: Apply climate literacy, critically assess climate strategies, develop practical insight, contribute to climate action, and shape future practices
- SIL Curriculum integration: values alignment; systems thinking; and visioning and social Action.



EVALUATION OF SIL

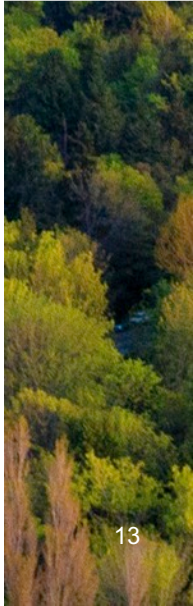
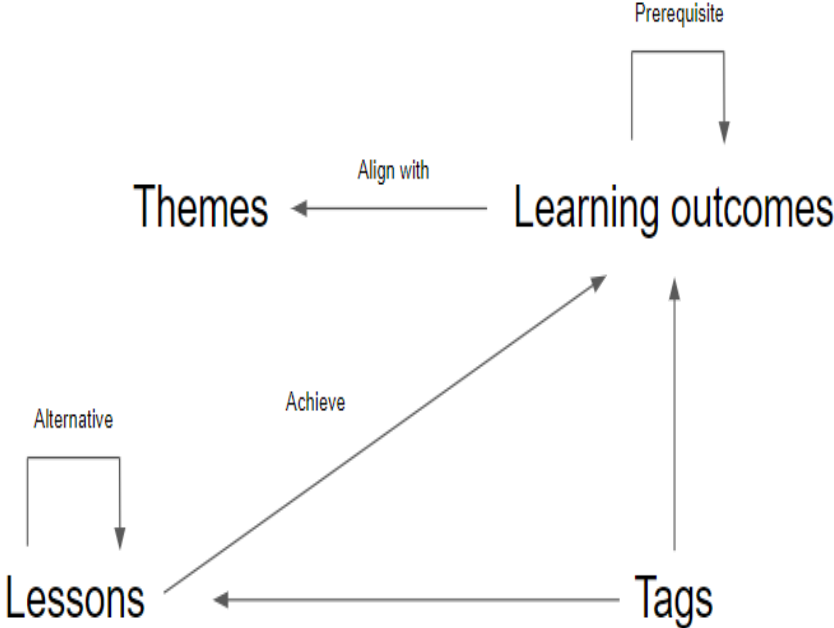
- Pre-post surveys with students in four courses
- Semi-structured interviews with instructors
- Direct and indirect feedback from community organization



Questions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree		Total
It is important to apply academic knowledge to social issues	64%	53	31%	26	5%	4	0%	0	0%	0	83
I enjoy courses that give me an opportunity to actively learn about social issues	66%	55	31%	26	2%	2	0%	0	0%	0	83
I feel confident analyzing societal issues (e.g., sustainability, climate change, equity, and diversity)	18%	15	54%	45	25%	21	2%	2	0%	0	83
I enjoy courses that provide me with practical learning opportunities	67%	56	30%	25	2%	2	0%	0	0%	0	83
Engaging with people outside of university is an appropriate way to learn about the impact of complex issues on society	69%	57	29%	24	2%	2	0%	0	0%	0	83
I enjoy courses that help me to develop applied skills (e.g., leadership, teamwork, communication, project mgmt. etc.)	61%	51	33%	27	5%	4	1%	1	0%	0	83



SOCIAL IMPACT LAB TOOLKIT



EXAMPLE: ADAPTING SIL LESSONS FOR A COURSE

Example: Values exploration
Community-driven priorities

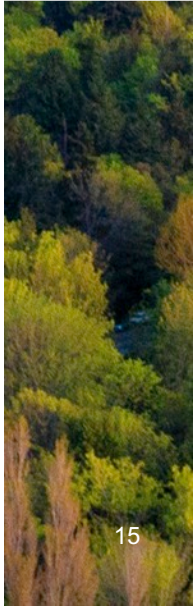
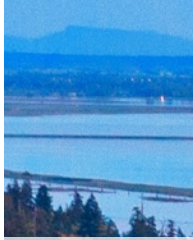
- Exploring application of root values to a systemic issue (e.g. Climate emergency)
- Considering place and history in formation of those values
- Consider Community context in Value alignment
- Adopting a strength-base lens
- Critical reflection



ACTIVITY

Spend the next 7 minutes reviewing the website please.

<https://sil-toolkit.ccel.ubc.ca>



2023 PILOT

As we continue to refine the curriculum we are seeking educators willing to work with us on our next pilot.

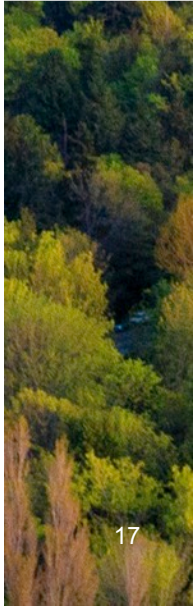
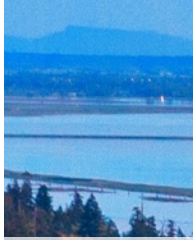
There is funding and consultation available to support integration of the SIL toolkit into courses.

For more information please contact Bruce Moghtader at bruce.moghtader@ubc.ca



THANK YOU

Comments and Questions!





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