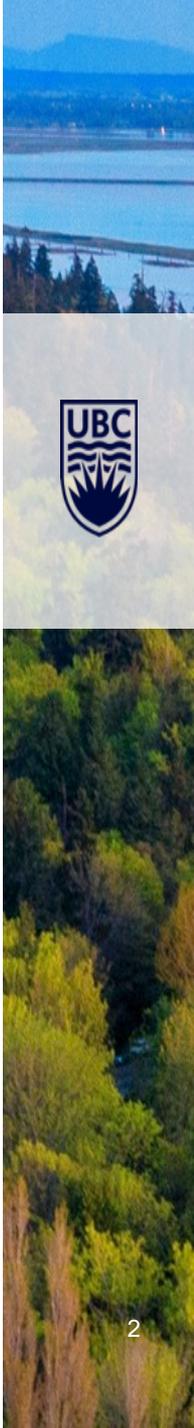


# WELCOME! WHILE YOU'RE WAITING:

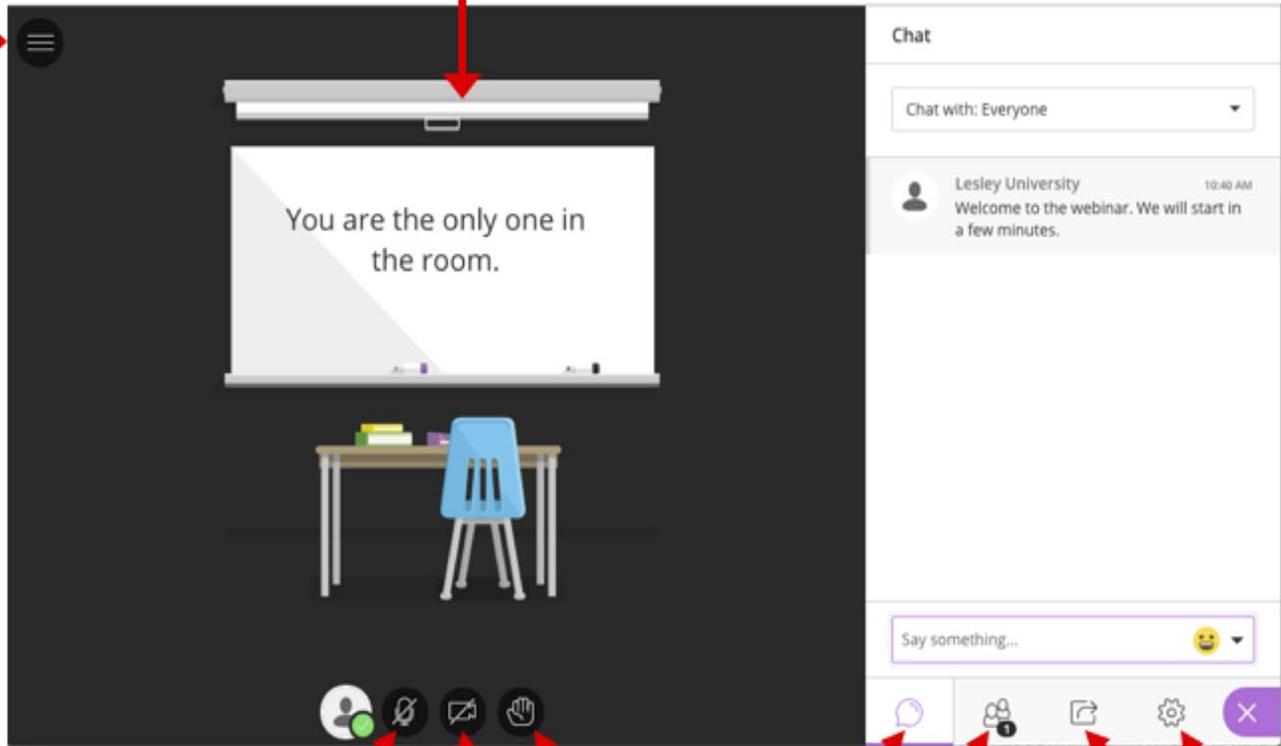
- Please ensure that your audio + video work once you join the room
  - Stay muted except when speaking to the group
  - Webcam can be turned on or off, for now it would be great to keep them turned off in consideration of bandwidth, but during the break-out room discussions, please turn it on.
- The purple tab at the bottom right of your screen offers you options including emoticons + the chat function. Test it out by giving a “thumbs up”
- If you have a question, write it in the chat. The moderator will either answer you in the chat or prompt us using audio. If we are unable to answer all questions during the session, facilitators will respond after the session.
- Fill out the Registration Confirmation Form included in the chat by the CTLT Events Team. This will allow us to share session resources afterwards and an online feedback survey.
- Technical issues? Try using Chrome as your browser





**Session Menu**  
(Recording, call in by phone, get help)

**Media Space**  
(Webcam, whiteboard, shared content)



Microphone on/off   Webcam on/off   Raise hand

Chat   Participants   Share content   Settings

# INTRODUCTION TO COMMUNITY ENGAGED LEARNING

Madeleine Zammar, Centre for Community Engaged Learning  
Lisa Sundstrom, Political Science  
Moderator: Shadi Mehrabi, Centre for Community Engaged Learning  
CTLT Spring Institute: May 21, 2020



# LAND ACKNOWLEDGMENT

- UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory
- Where are you? See this resource to discover the Indigenous territories you reside on: [native-land.ca](http://native-land.ca)



**POLL:**

**HOW FAMILIAR ARE YOU WITH COMMUNITY  
ENGAGED LEARNING?**



# SESSION OUTCOMES

- Define community engaged learning (CEL) and its key components, including the role of critical reflection in connecting the experience to the learning.
- Describe the learning outcomes that are possible with CEL and the impact on student understanding.
- Review different CEL approaches and examples from across UBC, focusing on a 4<sup>th</sup> year political science course.
- Understand how CEL can be approached virtually.
- Describe tools and support that can be utilized when designing learning experiences, reflection, and assessment for students specific to CEL.
- Be aware of how to connect directly with CCEL to plan CEL courses.



# AGENDA

- Community engaged learning (CEL) definition and key components
- Student learning outcomes through CEL
- Overview of tools and support to help in designing, implementing, and assessing CEL
- Examples of CEL from across UBC, including virtual CEL
- Q&A
- Small group activity to think about CEL in your context
- Share highlights with group
- Closing



# CENTRE FOR COMMUNITY ENGAGED LEARNING

- On-campus hub to connect faculty and students with off-campus community organizations with a dual goal of:
  - Developing applied learning opportunities for students
  - Supporting community partners in meeting their priorities
- We provide support to faculty, students, and community partners.
- We organize course-based projects for students, as well as volunteer programs outside of courses.
- We support ~50 courses per year (~4500 students), and ~300 community organizations.



# WHAT IS COMMUNITY ENGAGED LEARNING?

Encompasses various learning opportunities that involve students **applying their academic learning** within or in close collaboration with a **community context, emphasizing mutual benefit, civic engagement** and all parties sharing in the teaching and learning process.

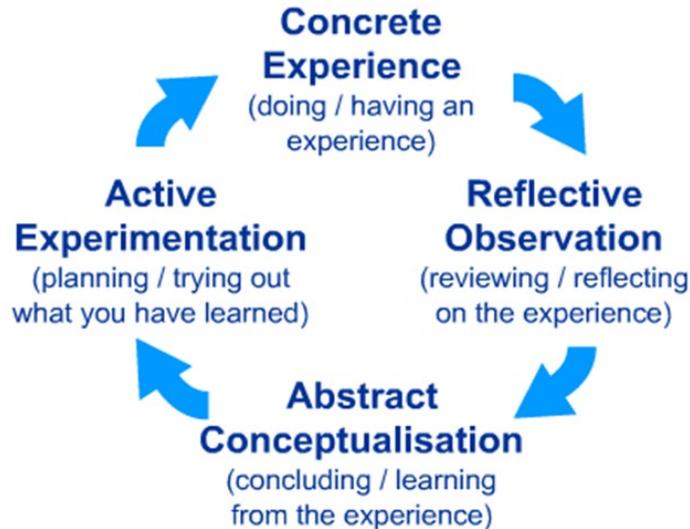
Example CEL activities include:

- In-depth community-based research activities
- Students working with communities through projects or volunteering (sometimes called “community service learning”)
- Community partners informing course content through their role as guest speakers, bringing their knowledge and experiences into the classroom.



# ROOTS OF COMMUNITY ENGAGED LEARNING: EXPERIENTIAL LEARNING AND SERVICE LEARNING

## David Kolb's Experiential Learning Cycle



“Learning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about these realities but never comes into contact with them as part of the learning process.” – Keeton & Tate (1978)

## Service Learning literature:

- Janet Eyler & Dwight Giles
- Robert Bringle & Julie Hatcher
- Andrew Furco
- Tony Chambers
- Dan Butin
- Tania Mitchell
- Sarah Ash & Patti Clayton

Service Learning is “a form of experiential education where learning occurs through a cycle of action and reflection as students...seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. . . experience enhances understanding; understanding leads to more effective action.” – Eyler & Giles (1999)



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Student Development & Services

# KEY COMPONENTS OF COMMUNITY ENGAGED LEARNING

- **Connection to discipline:** Students apply disciplinary knowledge / academic learning within a community context, thereby translating “abstract ideas of academia into concrete practical realities” (Kolb)
- **Community as teacher:** Recognize community as knowledge holders and “co-educators” who teach students about key issues in the sectors in which they work.
- **Community-driven and mutually beneficial:** Address community priorities while gaining valuable experience
- **Critical reflection:** Engage in ongoing critical reflection bridging theory and experience. Reflection is most effective when it follows the four Cs: continuous, connected, contextualized, and challenging. Example of reflective activities/assignments include:
  - *Small group discussions*
  - *On-going journal writing / blog entries*
  - *Summative reflection paper*
  - *Arts-based methods (e.g. photography)*



# DEAL MODEL OF CRITICAL REFLECTION

The DEAL Model (Ash & Clayton 2009) is one framework that can be used to facilitate critical reflection within CEL:

- **Describe (*what?*)**
  - Students provide a detailed, objective description of an experience. This helps students to make the experience present and brings forward relevant details. This is often where reflection starts and stops.
- **Examine (*so what?*)**
  - Students examine their experiences in relation to learning outcomes (academic, personal, civic) in order to begin making meaning of their experience. Why does that experience matter? What beliefs/ideas/concepts does it confirm or challenge?
- **Articulate Learning (*now what?*)**
  - Students articulate their learning in a way that makes it possible to act on it and improve future learning. What does this mean moving forward? What actions / considerations might I need to incorporate into future experiences?



# Student Outcomes of Community Engaged Learning

## Intellectual Growth

- Academic development
- Application of learning
- Critical thinking

## Personal Growth

- Career goals
- Self awareness
- Professional skill development

## Civic Engagement

- Social responsibility
- Complexity of community
- Commitment to service

# How CCEL supports Faculty

At the **Centre for Community Engaged Learning (CCEL)** our role is to provide expertise and resources to support faculty in the following critical areas:

1



## Curricular Integration

- Select the best approach and framework
- Develop or modify course learning outcomes
- Develop reflection strategy and learning activities

2



## Partnership Development

- Identify and develop partnerships
- Facilitate communication
- Develop approaches for ongoing collaboration

3



## Project Development

- Recommend appropriate scope
- Develop specific links to learning outcomes
- Develop templates and tools

4



## Course Delivery

- Develop and deliver orientations
- Develop and deliver customized workshops
- Support with student facing resources

5



## Assessment

- Develop and integrate assessment and evaluation strategies
- Support the dissemination of assessment outcomes through presentations and workshops



6

## Professional Development Initiatives



Workshops on community engaged learning



Resource Development and Sharing

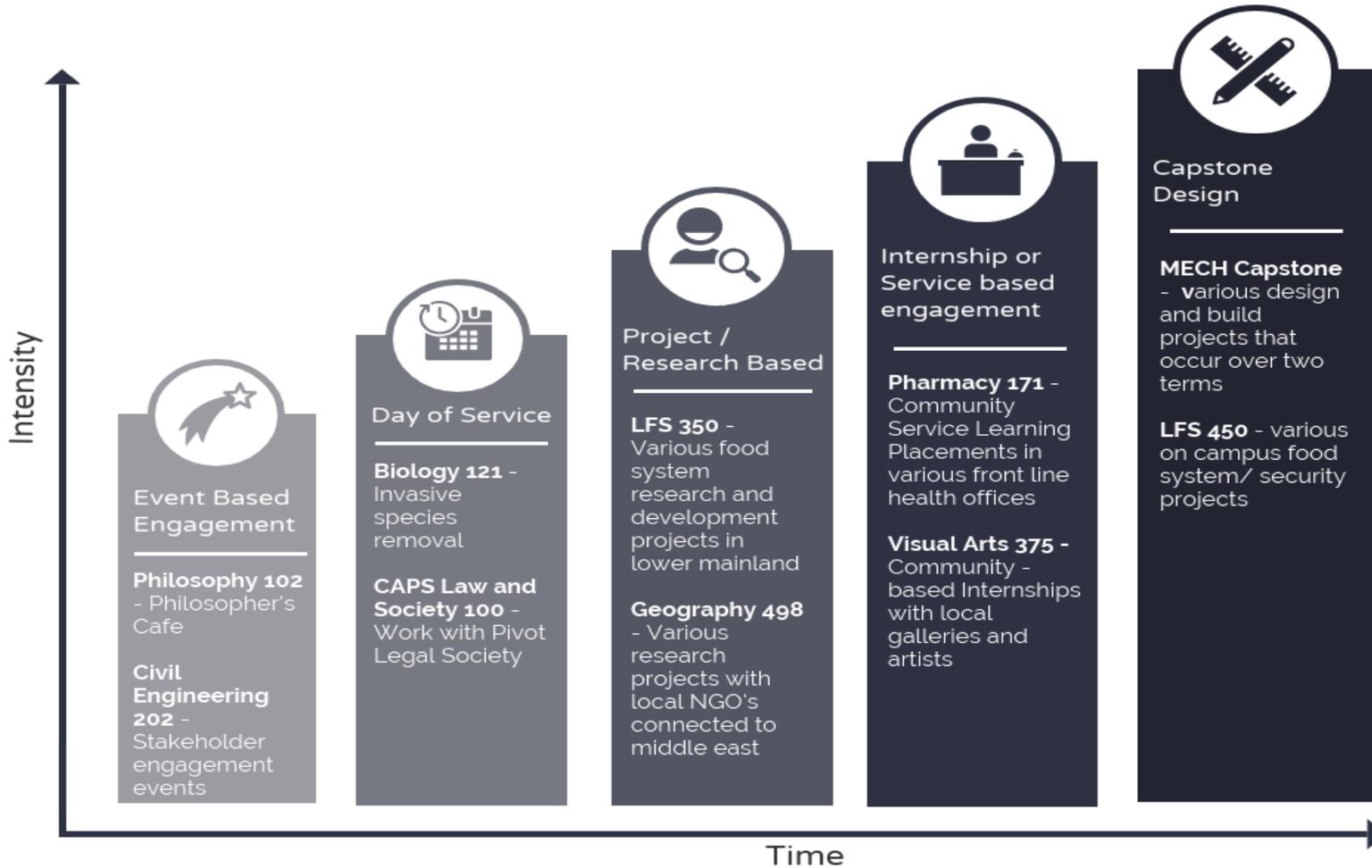


1:1 consultation and collaboration



Funding for professional development

# Community Engaged Learning Models



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# COMMUNITY ENGAGED LEARNING EXAMPLES

- **Biology:** Working with regional parks on invasive species removal
- **Spanish:** Working with a community health centre to translate materials on healthy cooking
- **Economics / Political Science:** Working with a refugee support organization on a series of events to build awareness of refugee issues
- **Business / Accounting:** Creating a business plan or a budget for a non-profit
- **Media Studies:** Developing social media strategies for organizations
- **Land & Food Systems / Geography:** Working with a neighborhood house on food asset mapping (if Geography course, students could use GIS skills)



# VIRTUAL COMMUNITY ENGAGED LEARNING



# Example: CEL in 4<sup>th</sup> Year Political Science Course

- POLI 464: NGOs in International Politics.
- Seminar of 18-24 students.
- CEL participation mandatory.
- Students work in teams of 4-5 with local community organizations (~ 5 partners/ year).
  - Mainly NGOs, others quasi-NGOs (e.g. think tank, intergovernmental org that works with NGOs globally).
- Projects diverse: from research to event planning to social media campaigns... One project designing a board game!

# Example: CEL in 4<sup>th</sup> Year Political Science Course

- Why do it?
  - NGO politics an obvious candidate for CEL: focused on real-world organizations of which many around us.
  - Many students interested in career in this sector; CEL helps test this out and build network.
  - Wanted students to have specific examples related to theoretical claims/ sweeping generalizations and consider them critically.

# POLI 464 Learning Outcomes Supported

- Intellectual:
  - Application of learning: Makes classtime discussion more concrete and specific; see how phenomena exist in real world.
  - Critical thinking: Discussion activities that take reading points and ask students to examine critically in light of what they are learning about their partner organization.
- Personal growth:
  - Career goals: Allows students to try out NGO work; make connections for future (some even hired later!).
  - Self awareness: Journaling exercise forces them to reflect on why they react as they do to different situations.
  - Professional skill development: Teamwork; project management; professional behavior and responsibility; sometimes others specific to project.
- Civic Engagement:
  - Commitment to Service: Rewards from “giving back” that hopefully continue.
  - Complexity of solutions: Gain more nuanced view of socioeconomic and political problems; that black and white solutions often impossible.

# Example: CEL in 4<sup>th</sup> Year Political Science Course

- Challenges Faced:
  - Scoping project that is helpful for student learning but also helpful for partner organization.
  - Small number of internationally-oriented NGOs in Vancouver.
  - Student group dynamics: personality conflicts; conflicting schedules; varying work ethic/ preparedness.
  - Very busy partners with little time to supervise.
- A Few Helpful Fixes:
  - TA support from department (if you can get it!).
  - Templates for students and partners to track work.
  - Grade the effort and the thinking, NOT the project success.
  - Warn students in advance that this will be *hard*.
  - Repeat partners over years – strong relationships, projects that can be multi-stage.



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**QUESTIONS?**

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# Activity

- We will break you into groups of 4 people
- Think of one of your courses and how you might revise it to include a community engaged learning component. Here are a few questions to consider: (10 min)
  - Would it help meet your course learning outcomes?
  - What kind of projects could students work on?
  - What community partners would you work with?
- Use the Google slides to keep track of the discussion if it's helpful → see link in chat or here:  
<https://docs.google.com/presentation/d/1FjlHAvGVSRicr5ZbAZvoSg8BssUEOPi5eQMWWwQHPis/edit?usp=sharing>
- Each group will share back one highlight from their discussion to the larger group (~5 min)

# Share back



**POLL:**

**HOW LIKELY ARE YOU TO INCLUDE  
COMMUNITY ENGAGED LEARNING  
IN ONE OF YOUR COURSES?**





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**THANK YOU**

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