



COMMUNITY-ENGAGED
LEARNING



University
of Victoria

COMMUNITY GUIDE FOR COMMUNITY-ENGAGED LEARNING



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This document is founded on research and experience and was created over numerous years by staff from the CEL Office (Janine Hannis, Rhianna Nagel, Meher Tahiliani, Anya Hall, Alexandra Kroeker, Rosa McBee, and Paula Shaw) with support from members of the CEL Community Advisory members of 2023-2024 (Janine Hannis, Lilaine Galway, Lisa Mort-Putland, Cara Gibson, Kirsten Mah, Carmencita Duna, Danella Parks, Steve Baileys, Diana Gibson, and Kathy Sanford).

In collective knowledge and action we bear the best fruits.



We acknowledge that the University is part of the colonial history of Canada and maintains systems that continue this history today. The University of Victoria disrupted and sits upon the Cheko'nien family group territory and the Sungayka village ('snow patches'), a part of lək'wəŋən territory which served as an important place for camas harvesting and trading as well as cultural and spiritual practices. We acknowledge and respect the lək'wəŋən peoples on whose traditional and unceded lands the University stands, and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. Additionally, we recognize the obligations of the non-Indigenous community according to the Douglas Treaties and strive to fulfill those responsibilities.



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Community-Engaged Learning (CEL) creates and supports spaces and opportunities for students, instructors, and community to collaborate in ways that contribute to community initiatives; honour and learn from community wisdom and experience; and help students recognize themselves as active members of community.

What is Community-Engaged Learning?

At the core of Community-Engaged Learning (CEL) is the reciprocal, mutually beneficial partnership between community, faculty, and students. These partnerships create an exchange of knowledge and skills both to the community from the student and to the student from the community. The activities in the learning process contribute to community initiatives. These are great mentorship opportunities for community members to work with UVic students, and the student to learn valuable skills to take into the workplace, as well as learn about the local community. CEL happens in many ways and within many types of relationships. In some cases, students will also be working individually on an honours or self-directed studies project that they are keen to achieve collaboratively with community.

CEL Mission and Vision

CEL creates and supports spaces and opportunities for students, instructors, and community to collaborate in ways that contribute to community initiatives; honour and learn from community wisdom and experience; and help students recognize themselves as active members of community.

Benefits for Community Partners

Taking on a student placement/project is an enriching experience with numerous teachable moments. For an organization, it is a great opportunity to gain a fresh perspective on programs, an eager participant for events, a contribution to tangible projects, and a chance to introduce students to the wonderful world of community organizations and initiatives. The organization can provide a true grassroots experience of what it is like to work in, be a part of, and give back to a community.

CEL provides a chance to mentor and impart wisdom to a post-secondary student – to them excited about the possibilities that community organizations and community-led initiatives can offer. Community partners offer meaningful and rewarding career insight, and introduce post-secondary students to the fascinating scope and breadth of community organizations and initiatives.

How CEL differs from Co-op and Practicum

CEL, Co-operative Education, and Practicum are all examples of experiential learning that take place in and/or with the community. Each offers students the chance to practice skills connected to employability, personal and community agency, and lifelong learning. The table below highlights similarities and differences among these experiences in their most typical forms.

	CEL	Co-op	Practicum
Part of a course	Yes	No	Yes
For academic credit	Yes	No	Yes
Paid and treated as employee	No	Yes	No
Student fee above tuition	No*	Yes***	No
Full-time	No**	Yes	Yes
Part-time	Yes	Yes	No

* There are often fees associated with field-based community-engaged learning.

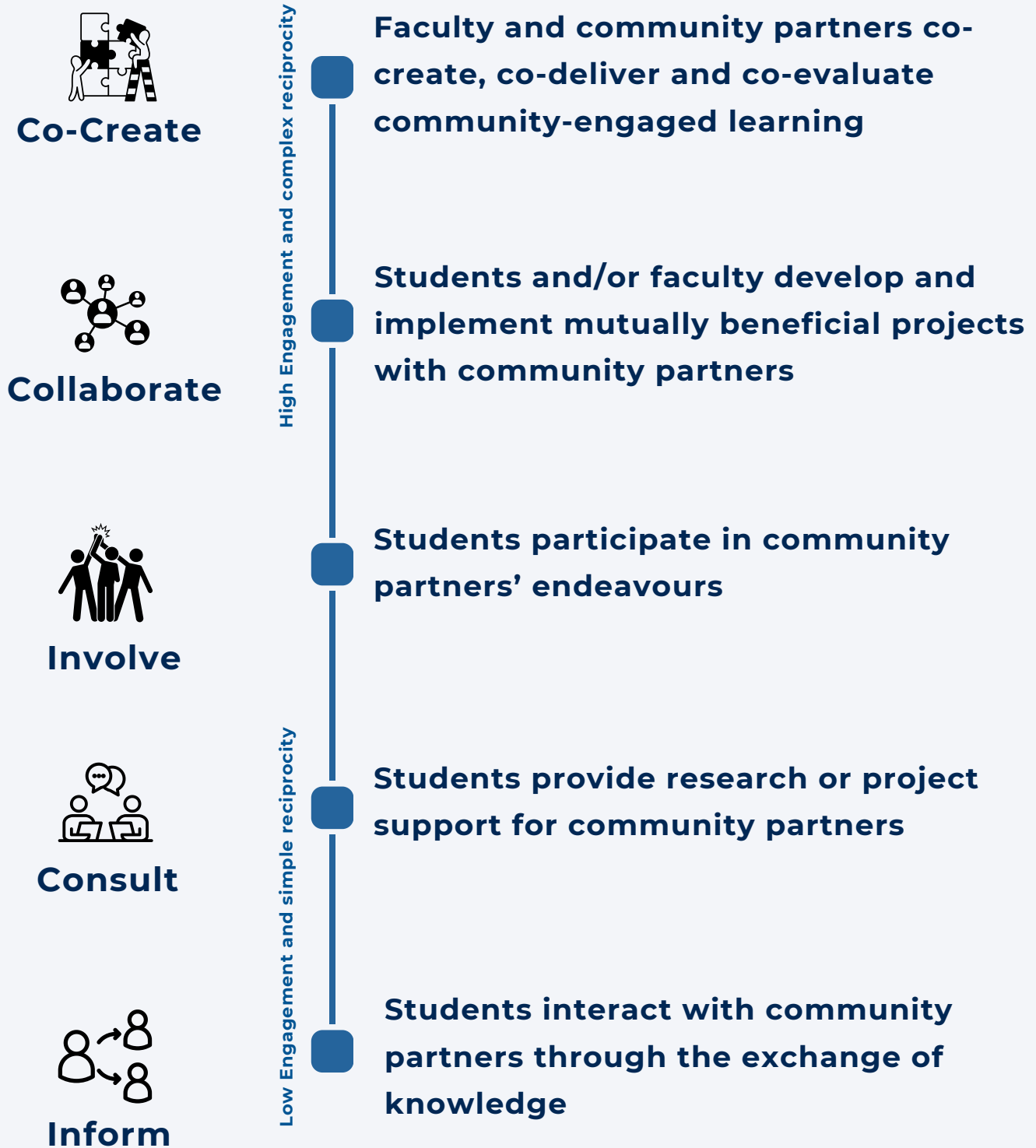
** Field-based community-engaged learning can happen over several weeks and is often full-time and immersive for the duration of those weeks.

*** In mandatory co-op programs (e.g. Engineering and Business), students pay a fee. In non-mandatory co-op programs (like Social Sciences and Humanities) students pay tuition for co-op.

If you are interested in Co-op, contact coopinfo@uvic.ca. If you are interested in Practicum, search the UVic website to find the Practicum Coordinator who is most relevant to your work (such as Education or Social Work). If you are interested in CEL, contact celoffice@uvic.ca.

SPECTRUM OF ENGAGEMENT

Community-engaged learning occurs along a spectrum of engagement, ranging from low to high levels of involvement and reciprocity.





STEP-BY-STEP GUIDE

This section outlines how to get involved in community-engaged learning and includes some tips for success along the way.

THREE-STEP PROCESS

STEP ONE

Prepare

- Read through this guide to better understand CEL.
- Contact the CEL Office to explore options, supports, and next steps (celoffice@uvic.ca; uvic.ca/cel).
- Identify a well-defined, meaningful project or activity that is ready for a student to begin. See **Examples** section for inspiration.
- Determine who in your organization will be the point person for the student.

STEP TWO

Get to work

- Meet with the student(s) to set meeting schedules and deadlines; and to clarify roles and responsibilities.
- Hold check-in meetings with student(s) at appropriate intervals.
- Be available for questions, feedback, and guidance/mentoring.

STEP THREE

Evaluate and Report

- Reflect on, share, and seek feedback.
- Determine potential next steps.

Step One - Prepare

Once you have shared your interest in CEL with a particular instructor or with the CEL Office, you can start brainstorming some potential areas of collaboration and determine which semester (September to December; January to April; or May to August) will work for a particular collaboration. It can help to create a 'wish list' of options. Below are the general steps once a "match" has been mutually determined.

We provide two templates (see page 12) to support your CEL planning and preparation.

- **The Project Template – At a Glance** is included in this guide to walk you through the key elements of a solid project design. This template can help you and your team think about what is required in a project.
- **A Detailed Template** provides more detail to guide you through initial conversations with students and instructors.

Requirements: Timing and duration

Student placements can vary in time and length, depending on the situation. Your organization will need to confirm the type of placement and the expectations of the faculty or class. For example, some placements are part of a class where students are paired with organizations and there are expectations that the student will work on a project for a certain number of hours per week (this includes meeting times) for 8-10 weeks over one academic semester. There is the expectation that the organization will meet regularly with the student and the student's work will be the basis for the student's assignments and reflections in their class.

Design the Project: The Importance of Defining Objectives

Your project should have a clearly defined objective for the student, along with timelines, meeting schedules and deliverables. See Project Listings for good examples of past projects. Typical examples include literature reviews, environmental scans, infographics/posters, student(s) working as part of a team to put on an event or do event planning, student(s) working on social media communications, and student(s) working on existing projects. The student's role and expectations must be clearly defined and add value to the organization and support the student in learning and sharing valuable skills.

Note: Do not take on a student if you do not have a meaningful project or task that can teach them valuable skills and get them acquainted with working in your type of organization. For example, it is not appropriate to take on a student to clean up offices, do endless filing, or any kind of boring grunt work. Yes, that is sometime the reality of the workplace, and these tasks may be included in the placement, but these duties are not appropriate for an entire student placement.

Different Types of Placements

Think about whether you want this to be an activity placement with multiple students (e.g., two students recording data in a community setting, a whole class leading a beach clean-up) or a one-on-one mentorship type of placement with a single student learning particular skills and working closely with one person for the duration of the placement.



Students about to embark on ecological fieldwork.



Students leading a community engagement session for regional agriculture and food security.

Step Two - Get to Work

The most important tip for successful placements is to maintain effective communication. Here are some ways to achieve this:

- Set up regular meetings with the student, at a frequency that meets the needs of the work and the student.
- At the first meeting, go through timelines and deliverables, using the First Conversation template as a rough guide (see Appendices).
- Set all important dates for assignments and deliverables in a calendar or document accessible to both the student and the organization.
- Have a mid-term check-in around deliverables/project and the relationship and adjust accordingly.
- Have final meetings and presentation of deliverables.
- Acknowledge and celebrate the collaboration.

Safety Concerns

Student safety is of utmost importance. Please ensure your student is not put in danger in any way. This can look different in every placement.

Scenarios that could be considered a safety risk include the following:

- A student being left alone with clients for which they are not emotionally or professionally ready to work with.
- A student working in an office at night or without adequate supervision.
- A student working offsite in a dangerous area.
- A student working with chemicals without proper training.
- A student using machinery without proper training.
- A student in a wilderness setting or water setting without proper training and/or equipment.

What to Do If a Problem Arises

If you have an issue with the student or the placement, please refer back to what you agreed to in terms of conflict resolution and feel free to contact the class instructor or the CEL Office at celoffice@uvic.ca.

Step Three - Evaluate and Report

Students are evaluated in assignments and tests that demonstrate to the instructor what they learned in their CEL experience. For example, students show what they learn throughout the semester through reflection assignments, and they share project deliverables and experiences in presentations and infographic assignments. Community partners are not responsible for evaluating student academic performance. However, they are responsible for supporting the student (with instructor and UVic staff support) by giving feedback to students to improve their progress and celebrate achievements (see the ***Templates*** section).

In some CEL classes, students are required to have a project plan signed off within the first two weeks of the class. In these cases, ensure you work with the student to help complete this document which will ask about community contact information, scheduling, project deliverables and other key pieces of information that will make the project successful. Again, clarity of schedule and deliverables is key for a successful placement. In other cases, work with the student and/or instructor to clarify the plan and expectations.

Meet with your student halfway through the collaboration and, where possible, include the instructor. This is an opportunity to discuss any issues, challenges and/or changes that may be necessary to ensure project's completion. Depending on the circumstance, maybe the deliverables will be expanded, changed, or reduced. The mid-term meeting is a crucial "touch base" point to ensure success for the remainder of the project and is sometimes a requirement for the student.

Final meetings with students can tie up loose ends and prepare for the transition to a future student who will continue with the project in another term (if appropriate and needed). Final meetings with the student also provide an opportunity to celebrate the student's work for the organization and what they have learned with the organization.



TEMPLATES

The *Project Template at-a-Glance* and the *Detailed First Conversation* templates can support the processes of thinking through a potential collaboration idea, and clearly communicating with students and instructors about who you are, what you are hoping to achieve, and what your expectations are in terms of process and outcomes.

PROJECT TEMPLATE AT-A-GLANCE

Project, Student(s), Community Partner, and Instructor Names	
Objective of Project	
Skills or Activities Involved	
Timeline and Deliverables	
Leadership Team Involvement	
Expected Time Commitment	
Benefit to Organization	
Benefit to Student	

Detailed 'First Conversation' Template

Names, Dates and Contact Information

Student Name(s):

Phone #s:

Emails:

Course Name & Number:

Course Meeting Day(s) and Time(s):

Course Instructor Name and email:

Community Partner (CP) Organization Name:

CP phone and/or email:

CP contact name:

CP contact title/role:

CP contact phone and/or email:

Circle preferred methods of communication: individual email, "reply all" email, telephone, project management site, other

Project Start Date: _____

Check-in Date: _____

Deliverable Review Date: _____

Final Deliverable Due Date: _____

Student availability:

CP availability:

Scheduled hours for student participation:

Detailed 'First Conversation' Template, continued

Tasks, Desired Outcomes, and Relevant Assets

Circle the types of activity that apply and/or add others (please specify).

Research

General participation/support

Event support

Presentation for community

Other:

Workshop facilitation

Program development

Fundraising

Communications

Briefly describe the tasks, project, etc. (what will be done, when will it be done, what are the expectations and hopes for this work, both for you and the student, what is the expected final "product").

You can also break this down into task, deadline, and key details for ease of clarity and project management:

How does the task, project, etc. support efforts to meet the mission and/or goals of the community partner?

What resources, skills, attributes, and knowledge are needed (books, articles, movies, documentaries, statistics, stories, websites, experience, etc.)?:

What knowledge and/or skills might the student(s) gain by engaging in and reflecting on this experience?

Detailed 'First Conversation' Template, continued

Ethical Considerations, Protocols, Safety, and Procedures

What are the dos and don'ts? (Dress code, language, office etiquette, frequency of contact, etc.).

If the student cannot make scheduled hours or meet the determined deadline, who do they call/contact? What's the process for making-up hours/ late deliverables?

In what way, and how often, will students receive support and feedback regarding their work with the community organization? (e.g. weekly one-on-one, group meetings every other week, just via email, twice during the semester from both faculty and partner, etc.)

What are the expectations around confidentiality at the organization, including taking pictures/videos?

Are there any hazards or risks (emotional, physical, and reputational) involved with the work the student will be doing?

What are the safety rules regarding these hazards/risks?

What are the procedures if something does happen? How should the student report their concerns?

List of Responsibilities

Use the checklist below to identify responsibilities for community partner(s). Add more as needed.

- Provide clear expectations and directions for the assignment/responsibilities so that UVic students can proceed with appropriate independence and make good use of their time working with the Community partner
- Work with the class professor/CEL Office to provide direction regarding expectations of the students and communicate when expectations are not met
- Orient students to the overall operation, mission, and goals of the community partner site; and to the students' tasks and roles
- Orient student to your organization's safety protocols, and provide training and/or equipment where needed to ensure student safety
- Give UVic students advance notice regarding any changes of schedule or expectations
- Refer problems or special requests regarding UVic students to the course instructor or CEL Office



List of Responsibilities

Use the checklist below to identify responsibilities for instructor and student(s). Add more as needed.

Instructor

- Support student learning from the CEL project through critical reflection activities and/or assignments
- Ensure that the community element of the course entails an appropriate student workload for the course
- Monitor the student's progress through on-going communications with the student and Community partner
- Provide students with timely and constructive feedback on their community deliverables
- Assign class deliverables that support reflection and learning and that are aligned with the course intended learning outcomes and community experience
- Work collaboratively with community partner(s) to identify and document what the community engagement will entail (e.g. timelines, tasks, deliverables, expectations) and assign students to appropriate partners and projects
- Provide adequate orientation to CEL pedagogy, potential risks and liability, the Community, and the connection between the agreed upon community engagement and course goals
- Provide a simple feedback process for the Community Partner, reflect upon feedback received and incorporate lessons into future collaborations

Student

- Be punctual and notify Community partner(s) in advance if schedules or deadlines can't be met
- Maintain confidentiality and know what that means
- Conduct oneself with dignity, courtesy, consideration, and in a professional manner
- Follow site policies and procedures and accept supervision graciously
- Notify Community contact person of any problems, emergencies, safety hazards, concerns, or suggestions regarding activities
- Actively pursue meaning in the experiences by asking questions and searching for answers (e.g. gaining background knowledge)
- Fulfill hour requirements with the community partner site
- Fulfill commitment to all agreed upon deliverables
- Arrange own transportation to and from the site(s) unless other arrangements are made
- Fulfill the conditions and assignments outlined in the course syllabus



CEL EXAMPLES

These examples of community-engaged learning collaborations demonstrate the diversity in types and levels and engagement, and provide details about time commitments and types of outcomes.

Community Mapping in the Bilston Creek Watershed



COMMUNITY PARTNER:

Bilston Watershed Habitat Protection Association (BWHRA) - one of five group projects completed with community partners over the semester.



COURSE TITLE AND LENGTH:

Community Mapping – Geography undergraduate course; one semester each iteration.



COLLABORATION DESCRIPTION: A representative from BWHRA contacted the CEL Office to discuss student involvement in community engagement and ecological restoration. A Community Mapping instructor expressed interest and met with BWHRA to explore synergies. BWHRA wrote a brief project description based on that conversation - the description was shared with students at the beginning of the semester. A couple of weeks into the semester the group of students selected to work on this collaboration met with BWHRA to clarify what they would do and when, and how BWHRA would support them in those goals. With support from BWHRA, students hosted public engagement events, gathering feedback and ideas. This information was presented to BWHRA at the end of the semester. BWHRA and the course instructor then discussed the experience, deciding to continue collaboration in subsequent semesters, building on previous work with each iteration. This ongoing partnership allows for continued student involvement in protection initiatives for the Bilston Watershed.

Community Mapping in the Bilston Creek Watershed



OUTCOMES: The community partner widened their reach, both in terms of online and in-person outreach. The students created communications materials, ecological maps, community engagement facilitation, and data collection reports. This work set the foundation for future student contributions to Bilston Creek Watershed protection. Students identified a sense of inspiration and awe with the importance of grassroots community commitments and contributions to ecological well-being.

CATEGORY: Natural sciences and Conservation

ACADEMIC DISCIPLINE: Geography

COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER

- 4 hours (virtual and in-person meetings)
- 2 hours (emails)
- 6 hours (presence at events with students)
- 3 hours (presence at final presentation)

STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER

- Meetings and emails as outlined above
- In-class and out-of-class time spent on outcomes (about 40 hours)

WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:



Collaborate Involve

Media Production for The Westshore Skate Coalition



COMMUNITY PARTNER:

Westshore Skate Coalition - students choose either to work with a community partner or to work on a personal passion project. The course typically collaborates with 2 - 3 community partners per semester and the students work individually or in groups of up to three.



COURSE TITLE AND LENGTH:

Media Production for Writers (Writing undergraduate course), one semester (September to December)



COLLABORATION DESCRIPTION: The Westshore Skate Coalition initiated contact with the CEL Office to discuss their endeavour to construct a new skatepark in the Westshore area. Following discussions, the CEL Manager engaged with the instructor of the Media Production for Writers course, who had previously expressed interest in integrating a community project into the curriculum. Subsequently, the CEL Manager presented the initiative to the students, and a group of them expressed interest in collaborating. Meetings were held to refine the project scope, align student learning goals with the Coalition's needs, and plan the production of digital media content. The students then filmed a promotional video, incorporating feedback from the Coalition and their instructor. The final video was utilized for promotional purposes by the Coalition and showcased at various community events.

Media Production for The Westshore Skate Coalition



OUTCOMES: The produced promotional video served as an effective tool in raising awareness and garnering financial and political support for the establishment of the skatepark, contributing to its successful opening in 2023. Students gained valuable hands-on experience in media production, enhancing their learning outcomes. The collaboration facilitated meaningful connections between students and the community, fostering awareness of local initiatives and issues.

CATEGORY: Media Production, Skill Development

ACADEMIC DISCIPLINE: Writing, Media Studies

COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- 3 hours (virtual and in-person meetings)
- 1 hour (email correspondence)
- 2 hours (facilitating filming arrangements)
- 1 hour (reviewing and providing feedback on the video)

STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER

- Meetings and emails as outlined above
- 4 hours prepping for filming
- 4 hours filming
- 20 hours editing

WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:



Consult

Healthy Sexuality with Island Sexual Health



Photo credit: Maia Wei Yan Linsley



COMMUNITY PARTNER:

Island Sexual Health



COURSE TITLE, LENGTH and ENROLMENT:

Healthy Sexuality Class (Health undergraduate course), one semester (September to December). Enrolment is about 320 students.



COLLABORATION DESCRIPTION: The instructors of the Healthy Sexuality course, with a background in sex education, established a partnership with Island Sexual Health, leveraging their prior collaborations in community-engaged research. Building on this relationship, the instructors proposed conducting a learning session within their course, prompting Island Sexual Health's involvement. Collaborative efforts were made to develop the session's focus, select relevant readings, and prepare for the in-class presentation. Island Sexual Health contributed expertise by co-teaching alongside the instructors during the session, ensuring students received up-to-date information on sexual health approaches and frameworks.



OUTCOMES: Island Sexual Health gained access to a significant youth audience interested in their field of work, enhancing their outreach efforts. Students benefited from exposure to current approaches and frameworks in sexual health, enriching their learning experience. The collaboration facilitated meaningful connections between students and a prominent community organization, fostering awareness of sexual health issues and resources.

Healthy Sexuality with Island Sexual Health



Photo credit: Maia Wei Yan Linsley

CATEGORY: Community Engagement, Health Education, Knowledge Sharing

ACADEMIC DISCIPLINE: Health Education, Public Health

COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- 3 hours (virtual and in-person meetings to develop session focus and select readings)
- 3 hours (preparation time for in-class session)
- 1 hour (email correspondence)
- 3 hours (co-teaching in the classroom)

STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER

- 1 hour prep time for in-class session
- 3 hours in-class time

WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:



Inform

Supporting Literacy in Greater Victoria



COMMUNITY PARTNER:

The Greater Victoria Alliance for Literacy (GVAL)



COURSE TITLE, LENGTH and ENROLMENT:

Community Engagement 300 (CE 300). Each of these student placements lasts for one semester, either from September to December, or January to April. Enrolment is between 12 and 20 students.



COLLABORATION DESCRIPTION:

GVAL works with the instructor of the Community Engagement 300 class to provide a project description and the instructor pairs a student for a one-term placement. The student who is paired with this organization gets weekly meetings, mentoring sessions and experience practicing skills for a small literacy organization. Such skills have included: data research, project management, event planning, and evaluation. The importance of these placements is to provide valuable skills and experiences for students to better understand working with community agencies and organizations.



OUTCOMES:

GVAL has hosted many student placements, with a variety of different projects. Initially, the student placement was used to do data research on literacy, but that has expanded to include documents for event planning, guides to access programming spaces and even program assistants for larger events. The collaboration is based on what the needs of the organization are at that point in time and can vary from semester to semester.

Supporting Literacy in Greater Victoria



CATEGORY:

Social and ecological justice in the Non-Profit sector.

ACADEMIC DISCIPLINE:

Interdisciplinary (Social Sciences): Geography, Economics, Sociology, Political Science, Environmental Studies, Anthropology, and Psychology.

COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Meet with instructor to hone the collaboration idea (30 minutes)
- In person and/or Zoom meetings: Typically 1-2 hours per week, depending on how meeting schedule is created, can be less, can be more (approx. 6-9 hours in total)
- Monitoring work of student, emails: 3 hours over the semester
- Evaluation meetings (mid-term and final reports) 2 hours over semester

STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Meetings and emails as described above (12 hours)
- In-class and out-of-class time dedicated to agreed upon project deliverables and required class assignments (40 hours over the semester, 3 to 4 hours per week).

WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:



Collaborate

Archaeology Field School in Barkley Sound



COMMUNITY PARTNER:

Tseshaht First Nation
Pacific Rim National Park Reserve
Bamfield Marine Sciences Centre



COURSE TITLE, LENGTH and ENROLMENT:

ANTH 343 & 344 – a 6 weeks field school for archaeology students.
Enrollment was 12 to 20 students and cost about \$3,500 above tuition, with options for financial assistance.



COLLABORATION DESCRIPTION:

Since at least 1982, the Tseshaht First Nation and Pacific Rim National Park Reserve of Canada (PRNPR) have been working cooperatively with archaeologists from UVic and other BC universities, to undertake archaeological research in the Broken Group Islands in Barkley Sound. In 2008, and again every year between 2016 and 2023, PRNPR staff and UVic's Anthropology department supported an undergraduate archaeological field school in the Broken Group islands with the support of the Tseshaht First Nation. This field school took place in Tseshaht First Nations territory surrounded by Pacific Rim National Park Reserve in the beautiful Broken Group Islands on southwestern Vancouver Island. Students also spent three weeks at the Bamfield Marine Sciences Centre conducting lab analyses and writing research reports on archaeological material recovered during the excavations in Tseshaht territory. Hiking, camping, and boat travel were also included in the field experience.

Archaeology Field School in Barkley Sound



OUTCOMES:

These courses trained students in professional archaeological field techniques, including respectful protocols in the field. This research led to presentations and publications that were shared with First Nations heritage managers and with the public, increasing appreciation and respect for the broader legacy of Tseshah history on western Vancouver Island and providing insight into environmental history in a nationally significant area of Canada's west coast. Local Indigenous youth who participated in various aspects of the field school gained insight into university education.

CATEGORY:

Culture, ecology, and history

ACADEMIC AREA:

Anthropology, archaeology

COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Many hours of relationship-building, and planning and delivery of the learning experience. This is an example of a collaboration wherein the lead community partner was a co-teacher in the course and remunerated as such. There are many other community members who meet with the students and shared their knowledge over the duration of the field school.

STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Essentially the entire intensive field school (6 weeks)

WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:



Co-Create

COMMUNITY PLANNING PROJECT WITH OAKLANDS RISE WOONERF



COMMUNITY PARTNERS:

Oaklands Rise Woonerf - a grassroots, volunteer-run organization



COURSE TITLE, LENGTH and ENROLMENT:

Directed Studies in Geography (GEOG 490). Directed Studies courses typically span over one semester. Individual students seek support from a faculty member to guide their learning experience. Students typically work on their own, but have the option of collaborating with community as part of this learning experience. Either way they also complete literature reviews and assignments mutually agreed upon between the academic supervisor and the student.



COLLABORATION DESCRIPTION:

The Oaklands Rise Planning Group works to build a people-oriented region in the Oaklands District. During a self-directed studies project, one student researched survey development techniques, sense of place, and urban planning methods.



OUTCOMES:

The results of the research were shared in a presentation that included research on community planning design principles and survey recommendations. The survey was adapted and used by the community to: (1) capture quantitative and qualitative data reflecting the views of the neighborhood and those who frequent the area; and (2) achieve increases engagement, volunteer participation, and public support and excitement for the shared street planning method.

COMMUNITY PLANNING PROJECT WITH OAKLANDS RISE WOONERF



ROUGH CATEGORY: Community and urban planning, local sustainability

ACADEMIC AREA: Geography (Note: Directed Studies are possible within nearly every academic program).

COMMUNITY PARTNER TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Meeting with CEL Office to clarify potential project ideas (1 hour)
- Meeting with the student, CEL Office and academic supervisor to get to know one another and clarify expectations around deliverables, timelines, and best ways to give and receive feedback (1 hour)
- Consolidating and sharing pertinent information with the student (2 hours)
- Reviewing student progress and final work (2 hours)
- Meetings with the student to make sure things were on track and shift directions as needed (about 4 meetings, each about 45 minutes)

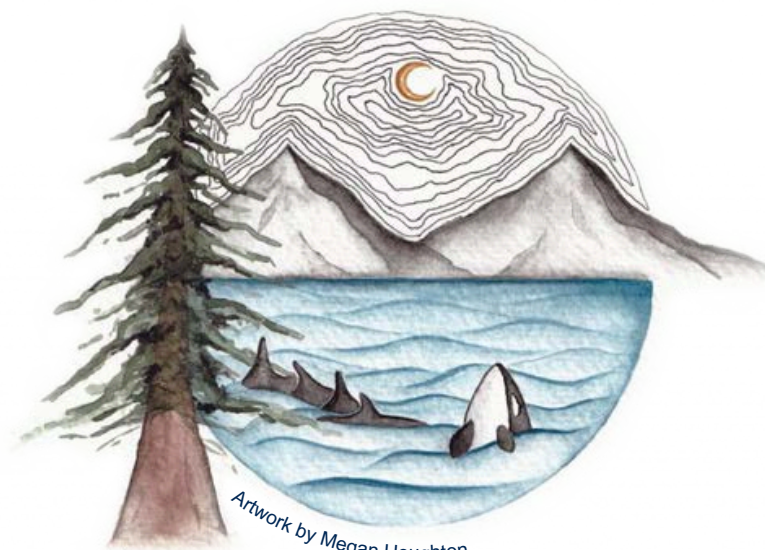
STUDENT TIME COMMITMENT OVER THE THREE-MONTH SEMESTER:

- Meetings as described above (about 5 hours)
- Time spent on learning about survey design, drafting recommendations for the survey, and drafting survey questions (30 hours)

WHERE THIS FITS ON THE SPECTRUM OF ENGAGEMENT:



Consult



Artwork by Megan Houghton