Community-Engaged Learning Resources

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For: University of Victoria faculty and staff members who participate in or help facilitate community-engaged learning opportunities.

Resources from: Volunteer Victoria, Big Brothers Big Sisters and various University of Victoria departments and offices including: Faculty of Social Sciences, Office of Community-University Engagement, Faculty of Education, the Learning and Teaching Centre, Co-operative Education Program and Career Services.

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1) Key Aspects of Community-Engaged Learning at UVic

Lists over fifteen types of CEL at UVic. This document was drafted in collaboration with a broad range of UVic departments, schools, divisions and units to develop UVic’s working definition of community-engaged learning and the glossary of types. See more about this project here: www.uvic.ca/ocue/learning/faculty-staff/pedagogy.

2) Overview of UVic Community-University Engagement

a. Community-university engagement map
   - The community-university engagement (CUE) map is a searchable inventory. It showcases UVic's collaborations that address issues that matter to people, places and the planet. The map lists many experiential and community-engaged courses taking place at UVic. Visit the map here: www.uvic.ca/ocue/engagement-map and use the keyword search to search “course” to see a selection of offerings.

b. Background document for the University of Victoria Civic Engagement - 2007

c. Impact Assessment: Community-Engaged Research at the University of Victoria - 2017

d. Civic Engagement at the University of Victoria – 2012

e. SOSC CEL Strategic Plan

3) CEL COURSES AT UVIC

There are many courses offered at UVic that have either a community-engaged component or are entirely focused on learning through working with community. Here are a few examples:

a. Clayoquot Sound Field School: 6 upper-level GEOG courses

b. ED-D 300: Experiential Learning and Community Engagement
   - This course, to be offered within the Faculty of Education ELPS, is currently going through the process for Senate approval with the goal to launch in September 2018. Designed for students from all faculties planning to engage in experiential learning during their studies, work or volunteer opportunities. It will introduce the foundational elements of experiential learning, UVic’s learning outcomes, goal setting and the competency development
necessary to contribute effectively and respectfully in diverse contexts. For more information contact Meg Thompson (megt@uvic.ca).

c. **EDCI 301: Internship/Community Experience**

d. **ED-D 591E: Topics: Leadership Studies: Community-Engaged Learning and Practice**
   - This course will provide students with an overview of how community engagement can inform the pedagogy and the practice of community-engaged learning. Students will explore a variety of theoretical perspectives that underpin community engagement such as critical cultural, constructivist, psycho-analytical, situative and enactivist perspectives.

e. **ER 390: Environmental Restoration Project**

f. **Introduction to Professional Practice (IPP) Course – Co-operative Education**

g. **SOSC 300: Working in the Community**

h. **SJS 400B: Practicing Social Justice in the Field**

4) **COMMUNITY-ENGAGED LEARNING DELIVERY AT UVIC**

   a. **Common challenges and related considerations for CEL delivery**

   b. **Ethical Considerations and Liability issues**
      i. **UVic Research Ethics Board** (Eugenie Lam)
      ii. **Risk Management** (Ben McAllister)
         1. Risk Management provides guidance to faculty and staff for mitigating risks associated with student engagement in community. Templates and systems are being developed for understanding and following the protocols of off-campus activities, including CEL.

   c. **Working with Indigenous Communities**
      i. **Office of Indigenous Affairs - Elders in Residence Program**
      ii. **Centre for Indigenous Research and Community Led Engagement** (CIRCLE)
      iii. **SOSC Indigenous Learning Centre Coordinator**
      iv. **LE, NONET Experiential and Community Learning Coordinator**

   d. **International Community-Engaged Learning**
      i. **Global Engagement** (Carolyn Russell, Director; Lindsay Nielson, Associate Director)
         1. Field School development and delivery support
         2. International Partnership Agreement support
      ii. **UVic International**
         1. Information on Funding Opportunities for learning, teaching and researching abroad
      iii. **Co-op Abroad**: funding, visa/work permit, and pre-departure course
      iv. **Co-op for international students**: work and study permit information
      v. **Intercultural competencies**: guides to develop skills, knowledge and attributes when interacting in diverse communities.
e. Funding
   i. Mitacs Accelerate Graduate Research Award
   ii. CEL Grants
   iii. JCURA

f. CEL Placement/Project Agreement support
   i. SOSC CEL Collaboration Clarification template — used as conversation guide for faculty, community, staff and students.
   ii. Sample community-engaged placement agreement from SOSC 300: Working in the community

g. Assessment for student community-engaged learning
   i. Competency-Based Model: The competency-based model teaches students how to reflect on their community-engaged learning experiences and how to measure and describe their learning. These core and intercultural competencies align with the UVic Learning Outcomes being applied across campus, reflecting the important connection between academic study and community engagement, and the world of work. Co-op and Career provides free online resources about this model and could be adapted to suit any type of CEL experience. The 10 core competencies are: communication, personal management, managing information, research and analysis, project and task management, teamwork, commitment to quality, professional behaviour, and social responsibility. The intercultural competencies are: intercultural motivation, intercultural knowledge, strategic thinking, and appropriate behaviour.
   ii. Critical Reflection: Assessment through critical reflection is a fundamental component of CEL (see this great reflection resource from University of Northern Iowa)

h. Deliverables
   There are many possibilities for traditional and alternative deliverables in CEL courses. Deliverables depend on community requests, course learning outcomes, and students’ skills and learning goals. They also depend on what type of CEL is being delivered (community-service learning, project-based CEL, practicum, etc). Here are some examples of past CEL deliverables: video clips of cycling routes with danger spots included, ecological restoration plans in Clayoquot Sound, a land inventory of available arable land in N. Saanich, podcasts on family perceptions of cycling in Greater Victoria, invasive species pulls and volunteer recruitment, a report or digital story on a community research process and outcomes, a community map of accessible edible fruit plants and trees in Victoria, and a creative piece representing newcomer stories of finding place and home. Below are some related resources and considerations.
   i. The UVic Community Mapping Collaboratory has supported students across campus with many alternative deliverables.
   ii. Note that the ‘ownership’ of deliverables is a key ethical consideration in CEL.
iii. Critical reflection of community activities and deliverables is a key component of CEL (see section g.ii).

i. Terms and conditions/releases
   i. **Terms and Conditions Co-operative Education, Work Experience & Internship Programs**: The purpose of this Terms and Conditions of Participation is to provide an agreement that clearly outlines a set of principles and professional conduct governing all Co-op, Work Experience and Internship students and assuring a procedural fairness that complies with the requirements of UVic’ and BC Freedom of Information and Privacy Act.
   ii. **Sample liability release** (always ensure that it is up-to-date with protocols).
   iii. **Sample photo release** (always ensure that it is up-to-date with protocols)

j. Resources for community/supervisors/employers
   i. Onboarding materials for community organizations, supervisors or employers
      Co-operative Education Program and Career Services offers free resources to supervisors/employers onboarding student into their organization. The full resource list is available online [http://www.uvic.ca/coopandcareer/hire/managing](http://www.uvic.ca/coopandcareer/hire/managing), see a brief summary below:

   - **Supervising a student**: general overview about how to supervise a student
   - **Completing competency assessments**: UVic uses a competency-based model that asks students to assess student learning during the work term. Learn more about competency assessment:
   - **Employer code of ethics**: overview of co-op employer code of ethics – this could be adapted to suit any type of student placement at UVic.
   - **Downloadable resources**: these resources could all be adapted to suit many types of CEL opportunities.
     - Best practices for a successful student experience
     - What’s involved with supervising a student
     - Tips on supervising a new graduate or student employee
     - Compensation and internships
     - Workplace safety and liability
     - Competency learning model explained
     - And more- including five resources about how to post jobs, recruit students, and raising your organization’s profile on campus.
   - **Equity and diversity resources**: these resources answer common questions on fostering an equitable and diverse workplace. This page also links to BC Employment Standards Act, BC Human Rights Code, BC labor Relations Code, and WorkSafe BC bullying and harassment information. These FAQs could also provide helpful answers to equity and diversity around many types of CEL opportunities.
5) YOUR COLLEAGUES, PEERS AND MENTORS!

Get to know each other. Share with each other. Learn from each other. Celebrate each other’s achievements. Support each other.