Community-engaged learning and how it happens at UVic is explained below.

### Summary of Community-Engaged Learning

**Definition of community-engaged learning (CEL):** CEL is a partnership between community and faculty to co-deliver curriculum in a way that actively engages students with course concepts and has benefit to community members. It is experiential, community-engaged, reciprocal, and involves real-life application of course content.

### Key Aspects of community-engaged learning:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Curriculum Integration</th>
<th>Student Outcomes</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands-on involvement where students engage with community members or community initiatives</td>
<td>Learning outcomes (competencies) developed in partnership with community</td>
<td>Skills, knowledge, and attributes</td>
<td>Ongoing and meaningful</td>
</tr>
<tr>
<td>Meaningful and substantial</td>
<td>Assessment</td>
<td>Capacity to contribute</td>
<td></td>
</tr>
<tr>
<td>Linked to curriculum and to goals of community</td>
<td>Re-connect experience to program or coursework</td>
<td>Adds to capacity of community partner</td>
<td></td>
</tr>
</tbody>
</table>

### Spectrum of Engagement:

- **Inform:** Guest lectures from community partners
- **Consult:** Students can interact with community partners for exchange of knowledge
- **Involve:** Students provide research, service, or other aid to community partners
- **Collaborate:** Faculty and community partners work together to create opportunities for engaged learning
- **Co-Create:** Faculty and community partners co-create, co-deliver and co-evaluate community-engaged learning

### Glossary of community-engaged learning at the University of Victoria

- **Clinic:** Provides practice-based work experience under the supervision of an experienced registered or licensed professional. Unlike practica, which require practice-based work for discipline-specific professional licensure or certification, clinics provide practice-based work experience, but these work experience hours are not required for professional certification.

- **Community Governance Project:** Capstone, community-led project in Indigenous Governance that entails complete immersion in an Indigenous nation (co-supervised by a community leader) that is designed to draw on student’s talents to generate work that is of mutual interest, and can be directly implemented within community (i.e. installation of solar panels, develop radio station, report on Indigenous leadership etc.).

- **Community Service Learning:** Integrates voluntary, unpaid community service that addresses community needs into a credit-bearing course with an explicit educational framework that includes student reflection on the volunteer experience. Reflection enhances understanding of civic engagement and builds connections between the experience and course content. Typically the first four weeks of the course are spent in the classroom learning relevant theory, the following seven weeks are spent doing 30-40 hours of volunteer service, and the final two weeks are again spent in the classroom and include reflection and relation of the experience back to theory.

- **Consulting Project:** Involves student interactions working with a client or organization in order to identify and analyze issues or opportunities within the organization and develop a solution or strategy for moving forward.

- **Co-op:** Consists of alternating academic terms and paid work terms, where work terms provide experience in a workplace setting related to the student’s field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study.

- **Course Based:** Incorporates intensive hands-on learning into the academic classroom setting. This hands-on learning can occur in various ways, for example, community members participate as guest speakers or presenters in the classroom.
Glossary of community-engaged learning at the University of Victoria (cont.)

**Creative or Design Project:** Involves an individual or team-produced project as a central component of the course. Projects provide experience in the design process, from identifying needs or problems through consultation with community partners and determining solutions to prototyping and testing designs. These projects take many forms: artistic, dramatic, or musical projects, graphic design projects, or engineering design projects, for instance.

**Creative Performance or Exhibit:** Involves an individual or team-produced dramatic, artistic, or musical performance, exhibit, or display that is presented to an audience consisting of members other than or in addition to the course instructor and classmates. Thus, creative performances, unlike creative projects, involve student interactions with members of the external community. This performance constitutes a central component of the course.

**Field Experience:** Requires time spent on course-related experiences and assignments in settings other than the typical academic classroom (which includes the lecture hall, laboratory, and seminar or workshop setting). Field experiences may be directed or mediated by the instructor and include a range of time-intensive endeavours that require varying levels of student interaction. For example, field experiences include short-term field trips, field work, and observational activities such as classroom observations or attending a performance. Field experiences involve student interaction with members of the external community. Note that, as a distinctive types of experience, field schools and field placements are classified separately from other field experiences.

**Field Placement:** Provides students with an intensive work experience in a setting relevant to their field of study. Field placements need not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for community-engaged learning experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.

**Field School:** Takes students out of the typical academic classroom (which includes the lecture hall, laboratory, and seminar or workshop setting) and into the field for hands-on study or application of course concepts in a context-relevant environment. Field schools offer an intensive, immersive experience and are often at least three weeks in duration.

**Indigenous-led Land-based Learning:** Land/water-based learning initiatives that are led by Indigenous nations and provide students with experiential and place-based knowledge that assists in struggle for resurgence and self-determination (i.e. removal of invasive species, regenerating Indigenous food systems, hunting, fishing etc.).

**Internship:** Offers a discipline-specific, supervised, structured, full-time work experience or practice placement of substantial duration. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length, but are typically four, eight, or twelve months long.

**Practicum:** Involves work experience under the supervision of an experienced registered or licensed professional in any discipline that requires practice-based work experience for professional licensure or certification. Under the supervision of a registered professional university teacher and/or agency practitioner, students may carry modified work assignments commensurate with their knowledge and competency levels.

**Publication or Conference Presentation:** Includes presenting an original paper in a formal academic conference or colloquium, or community setting, publishing an original work, and/or contributing to a publication in an editorial capacity, that involves community consultation.

**Research Project:** Involves, as a major course component, a process of substantial discovery, synthesis, and/or application of information to solving a particular problem in an original way. The research process can be undertaken independently or in teams. The application of research is community-based. Although consulting, creative, or design projects may involve research, these are seen as distinctive types of community-engaged learning and are classified separately.

**Study Abroad or Exchange:** Entails participation in at least one term of coursework at an international institution. While Exchange indicates that both the international institution and UVic send and receive students to and from each other, Study Abroad does not indicate a reciprocal agreement, and UVic acts as a sending institution only, not also as a receiving institution.

**Work Experience:** Intersperses one or two paid work terms into an academic program, where work terms provide experience in a workplace setting related to the student’s field of study. Work Experience is a modified, smaller-scale version of Co-op.

References


