Community-Engaged Learning

Rhianna Nagel – celc1@uvic.ca
Community-Engaged Learning Coordinator
Division of Learning and Teaching Support and Innovation (LTSI)
University of Victoria
October 2019
Community-Engaged Learning (CEL) is a form of experiential learning & community-engaged scholarship whereby students actively engage with course content through a combination of collaborations with community and facilitated critical reflection.
CEL is facilitated by critical “reflection whereby experience enhances understanding [and] understanding leads to more effective action”

“Education, therefore, is a process of living and not a preparation for future living.”
– John Dewey

Kolb’s Experiential Learning Cycle – revamped by University of Minnesota
http://www.servicelearning.umn.edu/info/reflection.html
In community-engaged learning...

- community (both on and off campus) is broadly defined and includes community groups, businesses, governmental and non-governmental agencies, industry, etc.;
- action varies from dialogue to practice to consultation to research; and
- levels of engagement vary from information sharing to involvement in community-led initiatives to co-creation of collaborative learning endeavours.
Where does CEL happen?

Diverse Settings and Activities:

- Courses, honours and self-directed studies
  - Service-learning, project-based, field schools, hands-on research, literature review
- Cooperative Education, Practicum and Internship Placements
- Co-curricular
  - Volunteering on or off campus (course union, Project Serve Day, Scouts)
The CEL experience differs depending on:

1. Community partner needs, interests and mentorship capacity

2. Student’s level of skill, knowledge, interest, experience and maturity (tell me a story game is great for learning this)

3. Instructor’s experience, knowledge, interest (e.g. alignment with research) and available time

4. Course learning outcomes

5. The relationship between students, instructors and community
Spectrum of engagement

Students and instructors/staff will likely not be working at the same spot on the engagement spectrum.

Adapted from: Key Aspects of CEL; OCUE
CEL Guiding Principles

Inform

Students can interact with community partners for exchange of knowledge.

Mayor Lisa Helps discussing the urban food system with students in the Growing Community Class.

Photo credit: Ken Josephson

Reciprocity + Reflection + Action
Consult

Students provide research or project support for community partners.

Students studying Comparative Electoral Systems joint with local political organizations to host community outreach events around electoral reform in BC.

Reciprocity + Reflection + Action

Photo credit: Daniel Westlake
Involve

Students participate in community partner endeavours

Psychology students work with the Centre for Autism Research Technology and Education to enhance the social and emotional skills of children and adults with autism spectrum disorders (ASD).

Reciprocity + Reflection + Action

Photo credit: Jim Tanaka
Students and/or faculty develop and implement mutual projects with community partners.

Anthropology students learning about Indigenous cartographies and ethnographic mapping through collaboration to protect ancestral sites with Hul'qumi'nun elders and Parks Canada.

Photo credit: Brian Thom
Co-Create

Faculty and community partners co-create, co-deliver and co-evaluate community-engaged learning

Archaeology Field School:
Students excavating at an ancient Tseshahat First Nation settlement in the Broken Group Islands unit of Pacific Rim National Park Reserve

Photo credit: Iain McKechnie

Reciprocity + Reflection + Action
Thank-you!

Rhianna Nagel—celc1@uvic.ca
Community-Engaged Learning Coordinator
Division of Learning and Teaching Support and Innovation (LTSI)
University of Victoria
October 2019

Photo: UVic Anthropology of the City students celebrating after final presentations with community partners