Community-Engaged Learning Design Exercise

(1) **Course(s):** Which course(s) do you teach that might benefit from adding or deepening a community-engaged learning component?

(2) **Goals:** Community-engaged learning seeks to equitably fuse academic learning with community benefit. Below, identify goals for each.

Student Learning Outcomes:

In what ways would community-engaged learning enhance student learning in your course(s)? What might students learn from a CEL component that they couldn't learn (as well) in traditional classroom learning?

Community Benefits:

In what ways do you hope that an engaged class project or experience would benefit the community and effect social change? In what ways do you hope to cultivate in students the knowledge, skills, and worldviews to develop into effective change-makers that impact communities throughout their lives?

(3) **Community-Engaged Learning Pedagogical Strategies:** In general, which of the following forms of community-engaged learning could you envision integrating into your course(s) – or already do? Which best align with your course goals, teaching approach and values, and time you'd like to invest? *(Please see list of examples of these strategies, if helpful.)*

✓ = I use this in my teaching
~   = I use this in my teaching, but would like to deepen or evolve my approach
☆ = I would like to try this, though I may need more information or resources
?   = I would consider trying this, but at this time am unsure
X = I cannot see myself using this in my teaching

☐ **project-based engagement** –work with a clear beginning, end, and outcome that contributes to more ongoing efforts (e.g. creative works such as a video or brochure, design of a process or thing, collaborating on an event, etc.)

☐ **community-engaged research** – public-problem solving, producing applied knowledge that is relevant to the work of community organizations or communities beyond the campus

☐ **trip or field-based engagement** – often used to provide a transformative experience to inspire/mobilize students to engage in an issue

☐ **storytelling initiatives** – efforts to center and elevate marginalized voices, narratives, and forms of knowledge (e.g. blog, historical research, contribution to news outlets, storytelling events, etc.)

☐ **direct service** – integrating direct involvement with a community-based organization or community population into a course

☐ **co-facilitation with community experts** – integrating knowledge beyond the academy, often honoring lived experience or practitioner knowledge, into a course through co-facilitation with non-academics

(4) Daily Lesson Planning Strategies: Community-Engaged Learning doesn't have to be confined to a designated project, but can be an approach to teaching infused into daily practice. Moreover, when course goals – or your own capacity – don't allow for a larger project, you might consider integrating lower-cost strategies that lean in to and aspire toward community-engaged learning outcomes. Of the following, which strategies might you incorporate into your class(es)?

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☐ **place-based education:** incorporate local cases, people, history, or issues into course content, in an effort to inform students about local issues in which they could engage after the class. Cultivates a sense of place and help students see themselves as local citizens.

☐ **actionable knowledge:** help show students the path forward and set them on a trajectory to effect change on the issues they learn about in the classroom. Share concrete actions, resources, organizations, and possibilities for next steps. A few options in how to do so:

> ☐ visit a community organization or space to introduce students to practitioners and opportunities to engage after the class ends.

> ☐ share info about the CCE and its programs, or invite CCE staff to join on last day to share targeted organizations and opportunities relevant to your course.

☐ **contribute to the public sphere:** consider assigning papers and projects that have public relevance, and posting student work in a public space (e.g. blog, op-ed) to contribute to public dialogue and discourse.

☐ **invite the community in:** invite a guest speaker from the community to encourage campus/community dialogue, and help students to recognize and appreciate forms of knowledge that exist beyond academic expertise.

(5) **Brainstorming** – Now that you've considered different types of strategies, brainstorm specific projects, assignments, and approaches that you could integrate into your course(s) or existing work you'd like to improve or evolve.

(6) **Reflection and Preparation Strategies:** How will you prepare students to engage in community work intentionally, equitably, and inclusively? How will you integrate reflection on community work into the classroom to ensure students learn from the experience?

(7) **Share ideas/capture feedback:** Share your ideas and insights, and capture input and feedback below to refine the ideas.

(8) **Resources:** What do you need to make this idea or these ideas realities? Brainstorm a list of specific resources: people, organizations, readings, documentaries, funding, skills, training, collaborators, etc.

(9) Assessment: How will you know if the CEL approach was successful?

(10) Next Steps with the CCE: Consider the following forms of support from the CCE, and indicate which next steps would be useful to you.

☐ Attend CCE "Faculty Conversations" lunches to continue to learn about engaged teaching and research models and best practices (3rd Thursdays, 12:15-1:15 @ CCE)

☐ Connect with Jordan Travis Radke to brainstorm course design and projects

☐ Connect with Niki Sosa, Community Partnership Coordinator, to explore community partnership possibilities

☐ Check out the PEAK Inquiry Project Idea list to see if any connect with course content and learning goals

☐ Apply for a community-based learning curriculum support grant

☐ Reach out to Jordan Travis Radke to share more about what I'm already doing so the CCE can share and celebrate my work, thereby helping others to engage in CEL

☐ Sign up for the Engaged Faculty listserv

☐ Reach out to Jordan Travis Radke to ask that CCE staff co-facilitate a class session, workshop, or come share targeted information on relevant community work

☐ Check out a book on community-engaged teaching and/or research from the CCE