



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

- capacity-building projects** – work with a clear beginning, end, and outcome that builds the capacity (power) of a community partner to fulfill their mission over time, and ideally gives students a chance to apply classroom knowledge.
- community-engaged research** – research for public-problem solving, co-creating applied knowledge for community impact. Ideally, projects engage non-academics as equitable thought partners, and the research leads to or informs action (rather than producing knowledge for the sake of knowledge).
- consulting for the public good** – engaging students as thought partners for community partners, enabling students to apply classroom knowledge to real-world issues. Offer disciplinary expertise to community partners who want to draw on academic knowledge to, for example, solve a problem, inform a decision, assess impact, generate ideas, or create or design something new.
- learn from and with community** – bring community into the classroom, and/or the classroom into the community. Inviting community partners and non-academics into the classroom as co-educators honors diverse forms of knowledge, including lived and practitioner experience. Teaching the content of the discipline beyond campus transforms academic knowledge from a private good into a public good.
- place-based engagement** – community learning experiences that "leverage the power of place," often including a field trip or field experience. Provides immersive, transformative learning that mobilizes students to continue to engage in an issue after the course.
- (co)creative expression and storytelling initiatives** – efforts to participate in culture change through storytelling and artistic expression that highlights stories of injustice, illuminates social problems, or inspires changemaking. Often aims to address inequities in representation by elevating marginalized voices, narratives, and forms of knowledge.
- direct service** – directly addressing the needs of individuals, communities or community organizations, in a way that both promotes community benefit and provides an experiential learning opportunity to deepen students' understanding of course content.



(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 the academy.



(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.

- Participate in the Publicly Engaged, Actionable Knowledge (PEAK) Project, through which the CCE connects faculty to partners for courses or research projects
- Join us for Faculty Development workshops, such as Introduction to Community-Engaged Learning on the Block, or Power and Ethics
- Connect with Dr. Jordan Travis Radke to brainstorm course design and projects
- Connect with Niki Sosa Gallegos, Community Partnership Coordinator, to explore community partnership possibilities
- Apply for a community-engaged learning curriculum support grant (up to \$500)
- 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