<u>Community-Engaged Learning Course Design Exercise</u>

(1) Course(s): What is the title and basic course description of the course? Describe the students in the class; what might be helpful to know about this student population (majors, class, demographics, etc.)

(2) Community Organization: What is mission and core work of the partner organization?

(3) Assets and Interests of Instructor: What do you "bring to the table" in this partnership, that might be invested in the work of the partner?

(4) Assets and Interests of Community Partner Staff: What do you "bring to the table" in this partnership, that might be invested in the work of educating students?

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

Student Learning Outcomes:

In what ways might 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? In what ways would the experience cultivate in students the knowledge, skills, and worldviews to develop into effective change-makers that create community impact throughout their lives?

Community Benefits:

In what ways would an engaged class project or experience benefit your community organization, and communities served by your organization? In what ways might you leverage the assets of higher education - knowledge, research, and creative methods of academic disciplines?

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(6) Community-Engaged Learning Pedagogical Pathways: Below, you'll find 7 CEL pathways that work on the block plan. In general, which of the following forms of community-engaged learning best align with your mutual goals, capacities, and time you'd like to invest? *(Please see list of examples of these strategies, if helpful.)*

☐ **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.

(7) Project Design: The following summarize a few "decision-points" that will be helpful to work through together in designing your class collaboration.

1. This community collaboration will be:
   a. A project
   b. An applied assignment
   c. An experience/experiences

2. The class will partner with:
   a. One organization
   b. Multiple Organizations

3. Students will engage:
   a. Individually, so students may have diverse learning experiences they may share them with one another
   b. In student teams/small groups on different projects, so students may have collaborative learning experiences they may share them with one another
   c. On a whole-class project, cultivating a shared learning experience

4. The community collaboration will occur:
   a. during the class period
   b. outside of the class period
   c. both during and outside of the class period

5. The community collaboration will be:
   a. Central to the course; class will be organized around the project
   b. One integral learning experience among others
   c. An enriching component, but not integral to the course design

6. IF students are engaging outside of class:
   a. Time will be allotted during class for students to bring what they're learning outside of the classroom into the classroom
   b. Time will not be allotted during class for students to explicitly discuss their community experience; reflection will also occur outside of class (e.g. through a journal or assignment)

7. If students are engaging during class:
   a. _____ # of class periods will be devoted to the community collaboration, on this schedule: _____
   b. _____ # of class periods will be partially devoted to the community collaboration, in this way: _____

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8. Engaging in community work will be:
   a. Optional for Students
   b. Required for Students

9. The student learning focus will be:
   a. Understanding; contextualizing abstract learning to deepen understanding of course content
   b. Application; giving students an opportunity to make the discipline publicly relevant and invest their knowledge in real-world changemaking

10. Students will engage from:
    a. The organization or a community site; it is important that students get off-campus and have direct interaction with community members
    b. Campus, doing more indirect project-based "thought-work"
    c. Both on and off-campus, in these ways: _____

11. Transportation will be:
    a. Provided by arranging CC vehicles
    b. Figured out by students using student vehicles
    c. Organized through a class system, using student vehicles

(8) Communication Plan: How do you plan to communicate with one another along the way? What are your communication preferences (e.g. email, text, phone call)? How frequently will you touch base?

(9) 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 capacity – don't allow for a larger project, there are also lower-cost strategies that lean in to and aspire toward community-engaged learning outcomes. Of the following, which strategies might be incorporated into the class?

☐ **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.

(10) Preparation Strategies: How will you both prepare students to engage in community work intentionally, equitably, and inclusively? How will students be oriented to the work of the partner, and the larger context and issue in which they will work?

(11) Reflection Strategies: How will reflection on community work be integrated into the classroom to ensure students learn from the experience? For example, a daily journal or blog posts, students interviewing one another, class discussions, etc.

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(12) Assessment: How will student learning from the community collaboration be assessed?

(13) Evaluation: How will you know if this partnership is successful?

(14) 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.

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

☐ Tag your course (see CCE website or email Jordan)

☐ Join us for workshops to continue your learning about community-engaged teaching and research models and best practices

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

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

☐ Apply for a community-engaged learning curriculum support grant

☐ Reach out to Jordan or Niki to share more about my work so the CCE can share and celebrate and highlight it

☐ Sign up for the Engaged Faculty listserv or Community Partner email list

☐ Reach out to CCE staff to 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