

Community Engaged Learning Model, Approved 9/28/15

Duquesne University, Center for Community-Engaged Teaching and Research

Introduction

Community engagement (and the teaching and research with which it can be integrated) is not simply about providing services to the community. Rather, it is a way of learning and teaching that leverages "community-based public problem solving that not only generates new knowledge and higher order cognitive outcomes, but develops the civic skills of critical thinking, public deliberation, collective action and social ethics" (Saltmarsh, 2002, p. viii).

This document provides the key elements (rigorous learning, engagement with community, reflection, and assessment) that define community-engaged learning (CEL) experiences, the learning objectives appropriate to foundational and advanced experiences, and a range of structures through which community-engaged learning can occur.

The characteristics outlined here are a solid set of ethical and pedagogical boundaries that are at once flexible and also defining. Corresponding to best practices within community-university engagement, they delineate *community-engaged* learning at Duquesne University from a broader array of *experiential* learning experiences.

Definition of a Civic Issue

A civic issue is a public injustice, disparity, or problem that impacts a group of people and that needs to be addressed using civic processes, skills, knowledge, and values. In the Duquesne context, addressing civic issues starts with (a) learning from with those in communities working on the issue, then (b) collaborating with them, recognizing the indigenous strength, integrity, and assets already present within those communities.

Foundational-Level CEL	Advanced-Level CEL
<p>Rigorous Learning: Learning experiences in the community are consequential and enable students to demonstrate this <u>primary CEL outcome</u>:</p> <ol style="list-style-type: none">1. Students will be able to<ol style="list-style-type: none">a. Define the civic issues(s) or public problem(s) that is/are being discussed in this class.b. Describe how the disciplinary-specific knowledge or skills of the class are relevant to addressing the civic issue or public problem being explored. <p><u>And at least two of the following:</u></p> <ol style="list-style-type: none">2. Students will be able to describe the ways civic values and civic empathy (which are also Spiritan Catholic values) influence possible approaches to public problem solving. Civic values include intellectual humility, openness, an orientation toward justice, and respect for human dignity. Civic empathy is the capacity to imagine oneself in the place of others who face vastly different circumstances.3. Students will be able to describe why working with diverse stakeholders and across cultural approaches, ways of knowing, or kinds of expertise are central to addressing civic issues or public problems.4. Students will be able to examine their willingness to contribute to a more just world.5. Students will be able to define and describe "community", "public sector", or "methods of social change" as they relate to the civic issue or public problem of concern to the class.	<p>Rigorous Learning: Community-engaged tasks are consequential and enable students to demonstrate these <u>two advanced CEL outcomes</u>:</p> <ol style="list-style-type: none">1. Students will be able to use a variety of disciplinary knowledge, methods, and models to think critically about the causes, consequence and possible responses to civic issues and the public problems embedded in those issues.2. Students will be able to apply civic values and civic empathy (which are also Spiritan Catholic values) to collaborations with community stakeholders. Civic values include intellectual humility, openness, an orientation toward justice, and respect for human dignity. Civic empathy is the capacity to imagine oneself in the place of others who face vastly different circumstances. <p><u>And at least one of the following:</u></p> <ol style="list-style-type: none">3. Students will be able to work effectively with diverse stakeholders and across cultural approaches, ways of knowing, or kinds of expertise to address a civic issue or public problem.4. Students will be able to<ol style="list-style-type: none">a. Demonstrate collaborative skills and civic professionalism.b. Examine how these capacities can be used to contribute to a more just world.5. Students will be able to synthesize knowledge of communities, the public sector, or methods of social change to be effectively involved in aspects of public problem solving.

Foundational-Level CEL, continued	Advanced-Level CEL, continued
<p>Engagement with community:</p> <ul style="list-style-type: none"> • Students are exposed to community-based learning experiences that may or may not include direct service. • Community-based learning experiences (e.g. tours, listening to community speakers, attending community forums, visiting community venues, etc.) are pre-arranged, enable direct interaction between students and community members, and are done in a manner that promotes respectful relationships between communities and the University. • For those experiences that involve direct service between students and community residents or community-based projects, <ul style="list-style-type: none"> a. The service or project is aligned with the pre-existing agendas, needs, and opportunities of the community, b. There is an identifiable community partner (or partners) with whom decisions about the service or project are made, and c. The collaborative work done between faculty, students, and community partners upholds the partnership principles of respect, mutual benefit, sustainability, and “do no harm” 	<p>Engagement with community:</p> <ul style="list-style-type: none"> • Students are involved in non-scripted, consequential work on public problems. Community-engaged work is consequential and provides students a rigorous challenge through which to apply disciplinary knowledge to public problems. • “Engagement” denotes that community-engaged work is done in collaboration with a public or social sector entity or with residents or issue-based stakeholders external to the University. • Non-academic partners are aware of the course learning objectives. Work on public problems occurs in ways that mutually benefit faculty, students, and non-academic partners. • Knowledge and resources are exchanged between the University and the identified community stakeholders with whom the class works. • The collaborative work done between faculty, students, and community partners upholds the partnership principles of respect, mutual benefit, sustainability, and “do no harm”
<p>Reflection</p> <ul style="list-style-type: none"> • Rigorous, critical reflection enables students to make meaning of their experiences in light of course learning objectives and to concretize their growing awareness of public problems and their capacity to be involved in the redress of injustice. 	<p>Reflection</p> <ul style="list-style-type: none"> • Rigorous, critical reflection enables students to make meaning of their experiences in light of course learning objectives and their ability to be effectively involved in public problem solving.
<p>Assessment</p> <ul style="list-style-type: none"> • Learning outcomes and community outcomes are assessed by the faculty facilitating the learning experience. 	<p>Assessment</p> <ul style="list-style-type: none"> • Learning outcomes and community outcomes are assessed by the faculty facilitating the learning experience.

Illustrative types of experiences that may fit under the umbrella of community-engaged learning, when the above elements are present:

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| <ul style="list-style-type: none"> • Introductory seminars • Co-learning arrangements (such as Inside Out) • Traditional direct service-learning • Project-based classes • Internships • Policy-based classes | <ul style="list-style-type: none"> • Advocacy-based classes • Community-engaged research/ undergrad research • Field Studies • Faculty-facilitated Clinical Experiences • Learning Communities |
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References:

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