Engaged Teaching: Designing a Community-Based Learning Experience

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Overview

- Introductions
- Defining Community Engagement
- Rationale and Goals
- Course Design Template
- Steps to Consider
- Resources
What is community engagement?

--Carnegie Foundation for the Advancement of Teaching, 2014
Why Community Engagement?

- Enhances student learning (Hesser, 1995; Welch et al., 2011)
- Experiential/applied learning (Kolb, 1984)
- Civic purpose/response to social issues (Clayton et al., 2013)
- Increase cultural competency (Kiely, 2004)
- University–community partnerships (Colbeck & Janke, 2006, Bringle et al., 2010)
Community Engagement:

- What are your goals?
- What value does CE add?
Course Design

Learning Objectives

Significant Learning Experiences

Teaching & Learning Activities

Assessment & Feedback

Situational Factors
Guiding Queries:

- What will a community-based project achieve?
  - Student learning outcomes
  - Community outcomes

- What will students do?

- How will I know what happened?
Typical Process:

- Determine outcomes:
  - Student
  - Community
  - Faculty
- Connect with community partner
- Design project and assessment
- Consider resources
- Finalize syllabus
Navigating Challenges

- Clear expectations and communication
  - Syllabus
  - Partner contract
- Find CE colleagues
- Be open to uncertainty
- Document successes
- Leverage resources
Resources

- Faculty Consultations
- CCE Website and Partner Database
- ASL and CEL Course Designation
- Engaged Faculty Fellows (apply April 2015)
- National:
  - New York Campus Compact
  - Community–Campus Partnerships for Health
  - Engaged Scholarship Consortium
Thank you for your feedback!

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