COMMUNITY-BASED LEARNING: CONSIDERATIONS FOR HYBRID FORMAT

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Big Questions: Three Categories

- Context
- Pedagogy and Partnerships
- Institutional
Context

- Covid-19 pandemic
- Economic slump
- George Floyd murder and systemic racism
- Election 2020
- Locally-based issues
- ...and many more!
Pedagogy and Partnerships

- Pedagogical Tools (Virtual, Hybrid, In Person)
- Student Development and Learning
- Place and Cultural Context
- Current Status of Community Organizations
- Trauma
- Isolation and Connection (To info, community, one another)
- Equity and Access
Institutional

- The “common good” as an overarching goal and tension with other goals
- Shifts in equitable access to community engagement with remote learning.
- Policies? Which offices? Institution wide? Liabilities?
- How the pandemic has shifted structures, calendars, contacts on campus and off.
- What is possible with the resources available? How can you leverage additional resources?
- Integrate tech interfaces with community partners
- Update MOU’s, etc.
Final Considerations

- Not talking universals--look to your specific context
- If you hear about something interesting--reach out!
- All entering period of uncertainty
- Equity lens
INTRODUCTIONS

- iacampuscompact.org & mncampuscompact.org
- Twitter: @iacampuscompact & @mncompact
- Facebook: IACampusCompact & MNCampusCompact
Key Considerations

- Engagement Location
- Type of Engagement
- Student Development Levels
- Partnership Type
- Learning Outcomes
Figure 6. Types of e-service-learning.
ENGAGEMENT TYPE

WAYS TO WORK TOWARD SOCIAL CHANGE

Anti-Racism, Equity, and Co-Creation

- Socially Responsible Daily Behavior
- Deliberative and Reflective Dialogue
- Community Organizing
- Advocacy and Raising Awareness
- Community Building
- Social Innovation and Enterprise
- Fundraising, Giving, and Philanthropy
- Community and Economic Development
- Protests and Demonstrations
- Voting and Formal Political Activities
- Mutual Aid and Informal Association
- Volunteering and Direct Service

Campus Compact
Iowa & Minnesota
# ENGAGEMENT TYPE

<table>
<thead>
<tr>
<th>Engagement Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activism/Advocacy</td>
<td>Process of involving, educating, and mobilizing individual or collective action to influence or persuade others.</td>
</tr>
<tr>
<td>Community-Based Research</td>
<td>Connecting or producing scholarship with public and/or private sector resources that responds to community-identified research topics/questions.</td>
</tr>
<tr>
<td>Direct Service</td>
<td>Giving personal time, energy, or resources to address immediate community goals and priorities.</td>
</tr>
<tr>
<td>Indirect/Capacity-Building</td>
<td>Supporting community organizations in effectively funding and operating.</td>
</tr>
<tr>
<td>Policy/Politics</td>
<td>Participating in processes of democratic self-governance.</td>
</tr>
<tr>
<td>Social Entrepreneurship</td>
<td>Creating or expanding organizational structures that adopt ethical and effective business practices and/or generate market-oriented responses to social issues.</td>
</tr>
</tbody>
</table>

(Welch and Plaxton-Moore, 2019)
STUDENT DEVELOPMENT

Phase I: Exposure

Phase II: Capacity Building

Phase III: Responsibility
### Table 2. Three-Phased Model for Service-Learning Course Design, Basic Course Considerations

<table>
<thead>
<tr>
<th>Course Consideration</th>
<th>Phase 1: Exposure</th>
<th>Phase 2: Capacity Building</th>
<th>Phase 3: Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor Role</strong></td>
<td>Primary Manager</td>
<td>Facilitator</td>
<td>Coach or Consultant</td>
</tr>
<tr>
<td><strong>Level of Responsibility</strong></td>
<td>Participation</td>
<td>Contribution</td>
<td>Full Responsibility</td>
</tr>
<tr>
<td><strong>Extent of Teamwork</strong></td>
<td>Class Project</td>
<td>Individual Project/Role</td>
<td>Small Group Project</td>
</tr>
<tr>
<td><strong>Intensity/Duration of S-L Project</strong></td>
<td>One-Time/Discrete</td>
<td>Course-basis</td>
<td>Long-Term Commitment</td>
</tr>
<tr>
<td><strong>Community Contact</strong></td>
<td>Hypothetical/Non-Direct</td>
<td>Indirect</td>
<td>Direct</td>
</tr>
</tbody>
</table>
PARTNERSHIP CONSIDERATIONS

- Community needs come first
- Flexibility is imperative
- Focus on quality over quantity
- Prepare students well
- Not all social change happens off-campus
- Not all social change requires a community partner
## Table 2
Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level of Academic Challenge</th>
<th>Active and Collaborative Learning</th>
<th>Student–Faculty Interaction</th>
<th>Supportive Campus Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Communities</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
<td>++</td>
</tr>
<tr>
<td>Service Learning</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study Abroad</td>
<td>++</td>
<td>++</td>
<td>++</td>
<td>++</td>
</tr>
<tr>
<td>Student–Faculty Research</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
<td>++</td>
</tr>
<tr>
<td>Internships</td>
<td>++</td>
<td>+++</td>
<td>+++</td>
<td>++</td>
</tr>
<tr>
<td>Service Learning</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
<td>+++</td>
</tr>
<tr>
<td>Senior Culminating Experience</td>
<td>++</td>
<td>+++</td>
<td>+++</td>
<td>++</td>
</tr>
</tbody>
</table>

*p < 0.001, ++ p < 0.001 & Unstd B > 0.10, +++ p < 0.001 & Unstd B > 0.30*

LEARNING OUTCOMES

Course Content

Professional Skills

Interpersonal Growth

Civic Agency
LEARNING OUTCOMES

• Complex problems and solutions
• Application of knowledge
• Effective communication
• Working collaboratively
• Exercise of judgment
• Ownership of learning
• Using knowledge to address social issues
• Developing critical thinking and reflection skills

(Jacoby, 2014)
FINAL TIPS

● Start small

● Focus on student preparation and reflection

● Provide more structure than you think you need

● Plan for regular community partner communication

● Plan extra time for unexpected situations and flexibility
RESOURCES

• AAC&U High Impact Practices www.aacu.org/leap

• Campus Compact “Engaging Online” session resources docs.google.com/document/d/1B1FBcX6FSnbADZZIXBRA2l4kW_xx4BCh4bCQj4ZQg/edit

• Campus Compact Knowledge Hubs compact.org/actionstatement/knowledge-hubs/


• Community-Engaged Scholarship Toolkit: ccph.memberclicks.net/ces-toolkit

• Facilitating Political Discussions: idhe.tufts.edu/resource/facilitating-political-discussions-facilitator-training-workshop-guide

• Indiana Campus Compact. (2011). Charting the course for service-learning: From curriculum considerations to advocacy. www.incampuscompact.org

• Minnesota Campus Compact Civic Leadership Development Activities: http://mncampuscompact.org/resources/civic-leadership-development/
Examples - St. Olaf College

Dialogue & Deliberation Guides
(Environmental Studies)

- Created with congregations
- Includes
  - dialogue guide
  - facilitator guide
  - annotated bibliography
  - supplemental guide on particular lens (theo-ethics)

Public Policy & Advocacy
(several courses)
Examples - Macalester College

Digital Scholarship: Public Atlas and Maps (Geography Department)

Digital Forum and Virtual Walking Tour (German Studies, Educational Studies)
Examples - Beloit College

Duffy Community Partnerships: Sociology of Help and Hope, Ethnographic Field Notes of the Evolving Pandemic

Internship Workshop: 47 students turn their summer work into an internship
Small group breakouts

- Reintroduce yourself and share one specific class, project, initiative, etc. with the group
- Choose one or two most relevant questions (next slide) to discuss.
- At end, what did you hear that you’re going to steal?
Discussion Questions

- How do you see the frameworks that Emily shared manifested in the examples and your own work?
- What student learning outcomes are most important to you? Which ones can / can’t be adapted to hybrid?
- Do you have specific examples of other activities, assignments things that did or didn’t work?
- What assets and resources do you, your institution, and/or your community bring to this current time?
- What are you struggling with? What do you need (expertise? resources) for this work?
- What additional questions do you think need to be considered?
What did you hear that you’re going to steal?
Thank you!

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