

# 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

The background of the slide is a photograph of a large, multi-story red brick building, likely a university hall, with many windows. A large, stylized sunburst or wheel-like graphic is overlaid on the left side of the image, with its center near the building. The graphic consists of numerous radial lines of varying lengths and widths, creating a fan-like effect. The entire image has a semi-transparent red overlay.

# Community-Engaged Learning in Remote Environments

Iowa & Minnesota  
Campus Compact  
2020

# INTRODUCTIONS

- [iacampuscompact.org](http://iacampuscompact.org) & [mncampuscompact.org](http://mncampuscompact.org)
- Twitter: @iacampuscompact & @mncompact
- Facebook: IACampusCompact & MNCampusCompact



**Campus Compact**

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Iowa & Minnesota

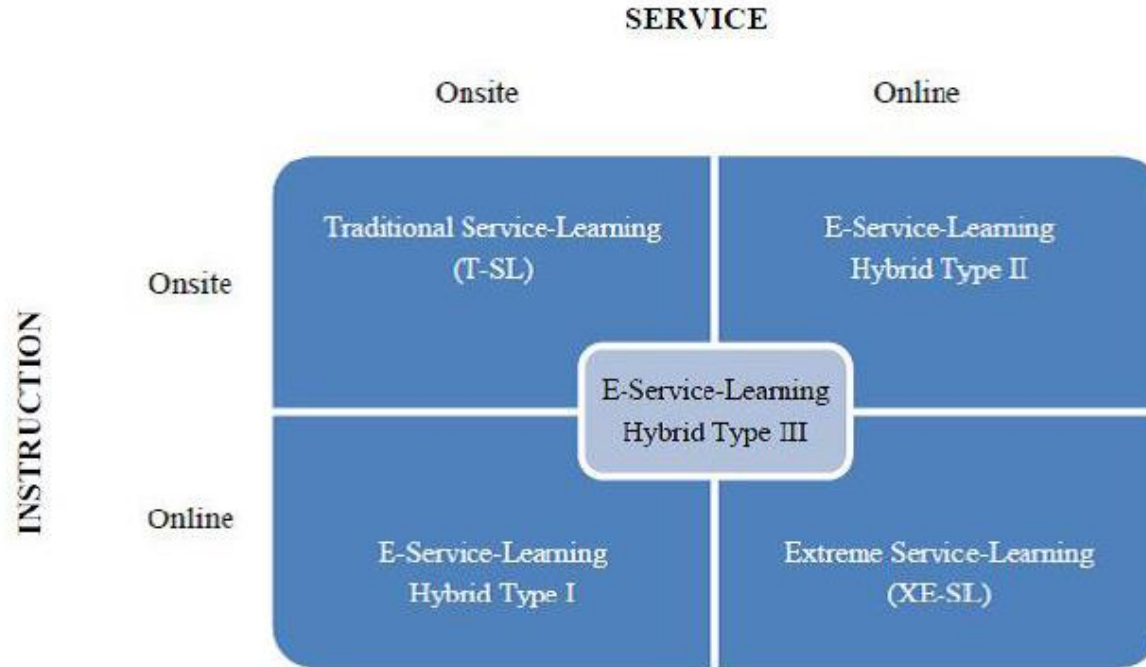


## **KEY CONSIDERATIONS**

- Engagement Location
- Type of Engagement
- Student Development Levels
- Partnership Type
- Learning Outcomes

# ENGAGEMENT LOCATION

134 *Journal of Higher Education Outreach and Engagement*



(Waldner et al., 2012)

Figure 6. Types of e-service-learning.

# ENGAGEMENT TYPE



# ENGAGEMENT TYPE

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

# STUDENT DEVELOPMENT



# STUDENT DEVELOPMENT

**Table 2.** Three-Phased Model for Service-Learning Course Design, Basic Course Considerations

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

# 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

# HIGH IMPACT PRACTICE

Table 2

## Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

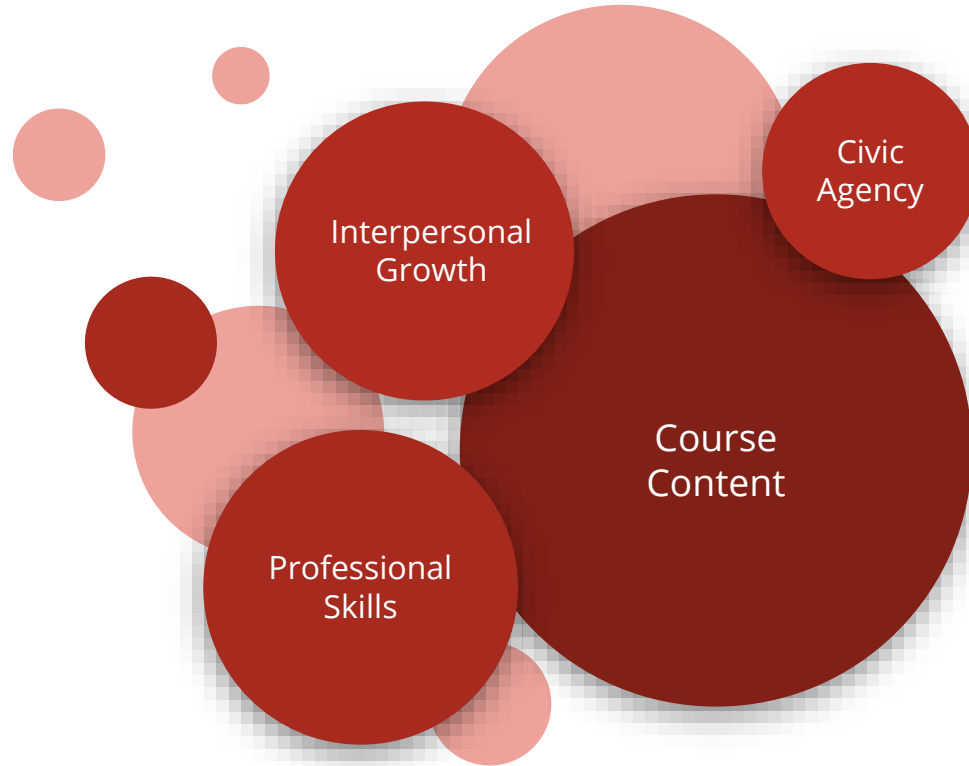
	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Supportive Campus Environment
<i>First-Year</i>				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
<i>Senior</i>				
Study Abroad	++	++	++	++
Student-Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

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

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see [www.aacu.org/leap](http://www.aacu.org/leap).



# LEARNING OUTCOMES



# 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

# 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](http://www.aacu.org/leap)
- Campus Compact “Engaging Online” session resources [docs.google.com/document/d/1B1FBcX6FSnbADZZIUXBRA2l4kW\\_xx4BCh4bCQj4ZQ\\_g/edit](https://docs.google.com/document/d/1B1FBcX6FSnbADZZIUXBRA2l4kW_xx4BCh4bCQj4ZQ_g/edit)
- Campus Compact Knowledge Hubs [compact.org/actionstatement/knowledge-hubs/](http://compact.org/actionstatement/knowledge-hubs/)
- Campus Compact Engagement in the Time of COVID hub [compact.org/resource-posts/engagement-in-the-time-of-covid-19/](http://compact.org/resource-posts/engagement-in-the-time-of-covid-19/)
- Community-Engaged Scholarship Toolkit: [ccph.memberclicks.net/ces-toolkit](http://ccph.memberclicks.net/ces-toolkit)
- Facilitating Political Discussions: [idhe.tufts.edu/resource/facilitating-political-discussions-facilitator-training-workshop-guide](http://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](http://www.incampuscompact.org)
- Minnesota Campus Compact Civic Leadership Development Activities: <http://mncampuscompact.org/resources/civic-leadership-development/>

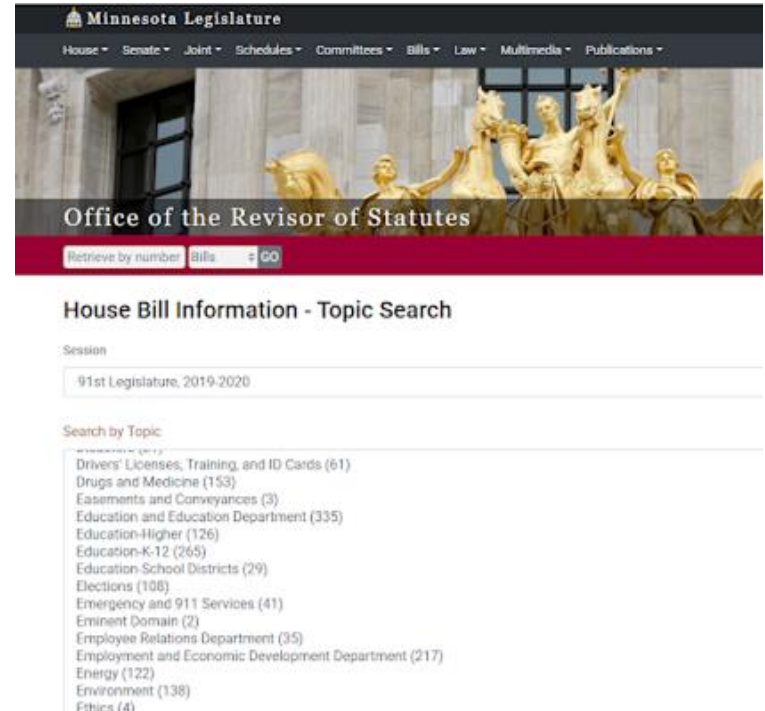
# EXAMPLES-ST. OLAF COLLEGE

Dialogue & Deliberation Guides  
(Environmental Studies)



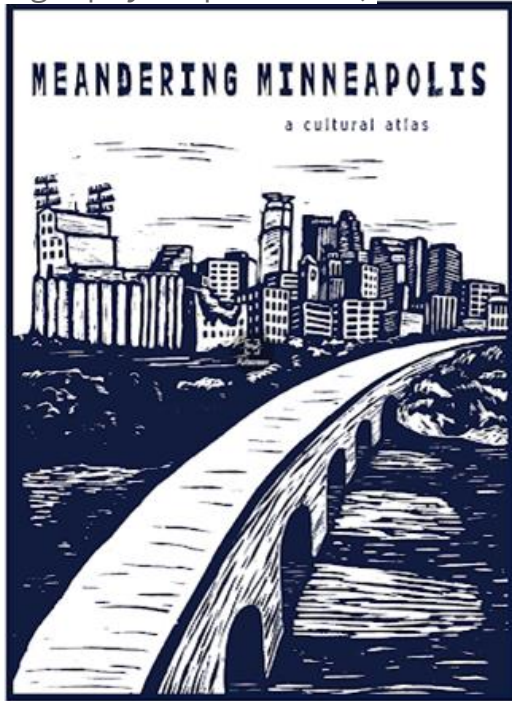
- Created with congregations
- Includes
  - dialogue guide
  - facilitator guide
  - annotated bibliography
  - supplemental guide on particular lens (theo-ethics)

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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