Housekeeping for today's session

- This session will be recorded
  - You will not have access to share video.
  - The chat box will be anonymized in the recording.

- Minimize distractions
  - Please mute your microphone.

- Actively participate
  - Use the chat box for questions.
  - "Raise your hand" to speak.

Session Objectives

1. Introduce the Community Engaged Learning (CEL) Office at Drake and available resources, www.drake.edu/cel

2. Review Drake's CEL philosophy and Social Change Wheel Framework

3. Discuss CEL safety in light of the Covid-19 Pandemic

4. Explore strategies for CEL in a remote or online teaching environment

Today's Presenter

Renee Sedlacek Lee, ABD
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Who's here?
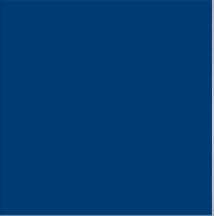
Poll:
What is your experience with CEL?

1. Explorer
2. Newbie
3. Practicing
4. Expert

Poll:
Are you teaching a course this fall that will have a CEL component?

1. Yes
2. No
3. Maybe

What program do you teach in?
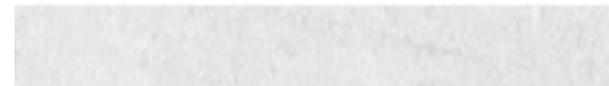
Enter in the chat box

What interests you about CEL?

Enter in the chat box

Enter in the chat box

What do you hope to get out of today's session?
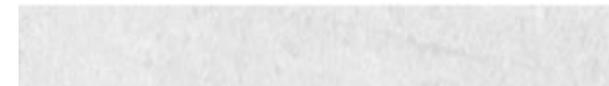
Mission, Vision, & Commitment Alignment

Drake University

Drake's mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship.

Our inspiration is that together we transform lives and strengthen communities.

Our Commitment: Opportunity to Serve

The Drake Commitment

Institutional Strategy

Continuous Improvement

Provide exceptional experiential learning opportunities

- **Commitment Area: Teaching & Learning**
  Providing exceptional learning opportunities and programming to fulfill Drake's mission by meeting the needs of those we serve, including students, alumni, and the many communities of which we are a part.

Strengthen Strategic engagement with community partners

- **Commitment Area: Stewardship**
  Developing and sustaining our resources – human, financial, and material – in order to fulfill the commitments of Drake's mission.

By signing the Campus Compact Civic Action Statement in February 2016, President Martin affirmed Drake's commitment to the following:

1. Empower faculty, staff, students and partners to **co-create mutually respectful partnerships** in pursuit of a just, equitable, and sustainable future for communities beyond the campus.
2. **Prepare students for lives of engaged citizenship**, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.
3. **Embrace our responsibility as a place-based institution**, contributing to the health and strength of our communities – economically, socially, environmentally, educationally, and politically.
4. **Challenge the prevailing social and economic inequalities** that threaten our democratic future through our research, teaching, partnerships, and institutional practices.
5. Foster an environment that **consistently affirms the public purpose of higher education**.

Office of Community Engaged Learning

Established in 2011

Our Purpose Statement:
To develop and encourage changemakers who know themselves, understand the complexities of the world they live in, and take creative action to solve problems.

www.drake.edu/cel

Renee Sedlacek Lee
Director

Amanda Martin
Assistant Director

Jazlin Coley
AmeriCorps Service Coordinator for Equity & Inclusion

PATHWAYS for Civic and Social Change

Community Engaged Learning & Research

Connecting coursework and academic research to community-identified concerns to enrich knowledge and inform action on social issues.

Direct Service

Working to address the immediate needs of individuals or a community, often involving contact with the people or places being served.

Policy & Governance

Participating in political processes, policymaking, and public governance.

Community Organizing & Activism

Involving, educating, and mobilizing individual or collective action to influence or persuade others.

Philanthropy

Donating or using private funds or charitable contributions from individuals or institutions to contribute to the public good.

Social Entrepreneurship & Corporate Social Responsibility

Using ethical business or private sector approaches to create or expand market-oriented responses to social or environmental problems.

CEL Definition

Community Engaged Learning (CEL) at Drake is an instructional strategy that refers to community activities that are integrated with course content to provide enriching experiential learning opportunities that address the public good.

As a result of participating in a community-engaged learning opportunity at Drake, students will...

1. Know themselves

2. Understand the world is complex

3. Take Creative Action – what's next?

CEL Course Components

Courses with the CEL attribute contain the following components:

- **Learning Outcomes:** The community engagement activity is tied to one or more course learning outcomes.

- **Application and Integration:** Guided by their instructor and working with a community partner, students engage with a community issue (local, regional or global), integrating theory and practice.

- **Reciprocity:** The community experience seeks to offer value to the community as well as to the students.

- **Reflection and assessment:** Students intentionally participate in reflection on the community experience (ethical and civic dimensions), the discipline and themselves.

1. Start with Learning Outcomes

Click the **T** icon to the top left of this power point and write in a learning outcome you might like to connect to CEL:

2. Identify Community Needs

WAYS TO WORK TOWARD SOCIAL CHANGE

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

Traditional Service-Learning

Community-Engaged Learning, not necessarily Community-Based

Campus Compact
Iowa & Minnesota

Source: Iowa & Minnesota Campus Compact Social Change Wheel

3. Critical Reflection

DEAL Model for Critical Reflection
[Ash & Clayton, 2009; various]

Engage in experience

Describe experience objectively

Engage in experience and test learning and/or implement goals

Examine per category

Personal Growth

Civic Learning

Academic Enhancement

Articulate Learning (incl setting goals) in each category
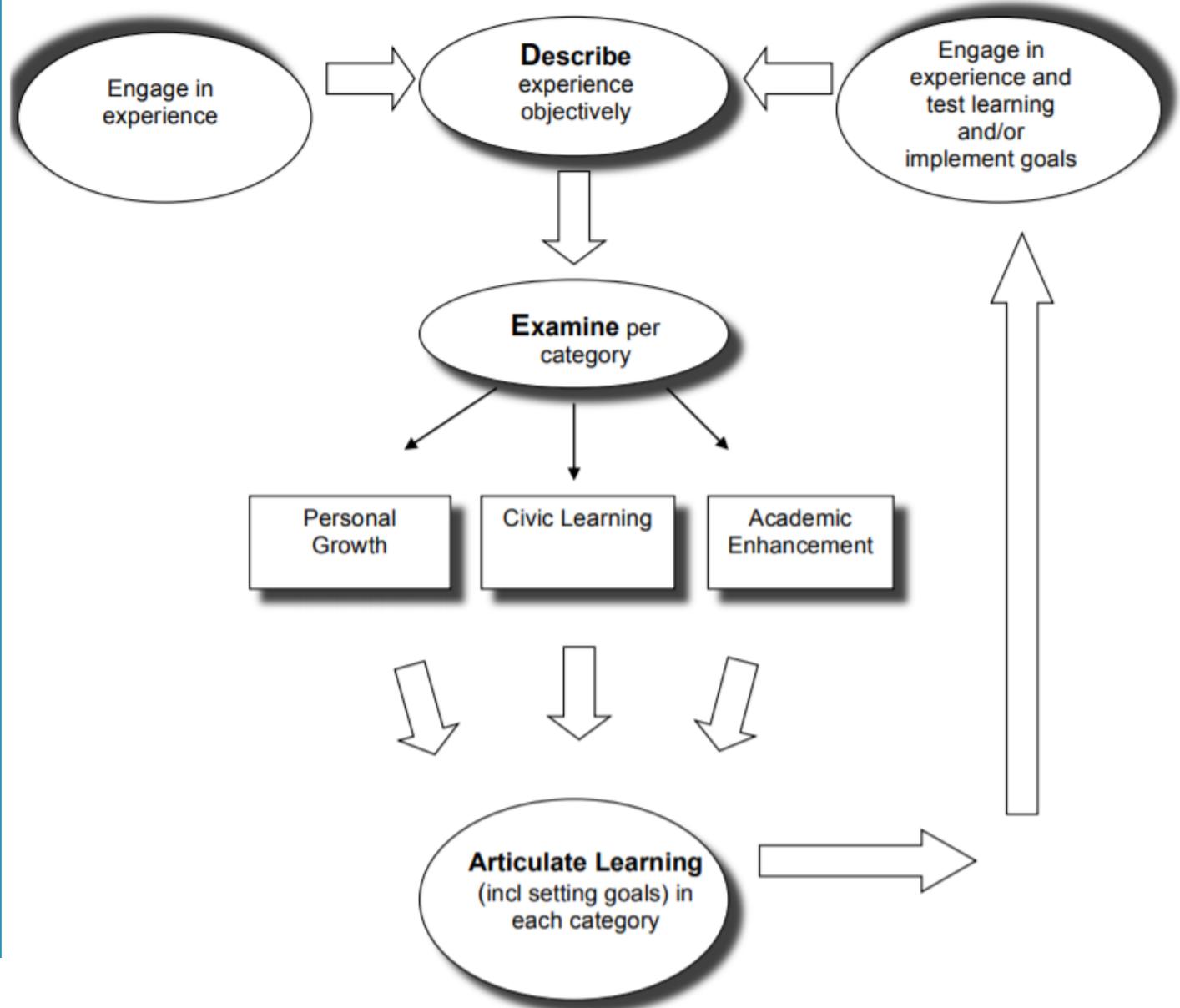
See *Critical Reflection* tab at: http://researchguides.drake.edu/cel

Community Engaged Learning- Course Development Rubric

Course Components	Level 1 Introductory	Level 2 Intermediate	Level 3 Advanced
1) Reciprocal partnerships and processes shape the community activities, course design, and community outcomes.	The instructor contacts a community organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community activities.	The instructor meets with the community partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community activities can enrich student learning and benefit the organization.	The instructor collaborates with and learns from the community partner(s) as co-educators in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization.
2) Integration of community activities enhances academic content, course design, and assignments.	The instructor includes community activities as added components of the course. The syllabus conveys this information.	The instructor utilizes the community activities as a "text" to provide additional insight into student understanding of academic content and ability to complete assignments. The syllabus describes the relationship of the community activities to learning outcomes.	The instructor integrates the community activities and relevant social issue(s) as critical dimensions for student understanding of academic content and ability to complete assignments. The syllabus provides a strong rationale for the relationship of the community activities to learning outcomes.
3) Critical reflection is well integrated into student learning.	The instructor asks students to create reflective products about the community activities at the end of the semester.	The instructor structures reflection activities and products about the community activities that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	The instructor builds student capacity to critically reflect and develop products that explore the relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, and lead to new action. The instructor provides ongoing feedback to the student throughout the semester.
4) Assessment of learning outcomes is used for course improvement.	The instructor articulates the student learning outcomes to the class and assesses at the end of the course.	The instructor articulates the student learning outcomes to the class and uses a measurement tool to assess the community engagement component of the course.	The instructor and community partner(s) articulate the student learning outcomes to the class and use measurement tools to assess the community engagement component of the course and influence on community outcomes.
The following are nice to have, but may not be the focus in every CEL experience:			
5) Civic competencies (i.e. knowledge, skills, disposition, and behavior) are well integrated into student learning.	The instructor focuses on discipline-based content with some attention given to civic learning or development of civic competencies.	The instructor focuses on discipline-based content and connects to civic learning and civic competencies when relevant to the community activities.	The instructor focuses on the integration of discipline-based content with civic learning and civic competencies and emphasizes the relevance of the community activities to the public purposes of the discipline in society.
6) Diversity of interactions and dialogue with others across difference (e.g., racial, ethnic, social economic status, gender, and sexual orientation) occurs regularly in the course.	The instructor, the course, and community activities offer students opportunities for interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation).	The instructor, the course, and community activities engage students in periodic interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.	The instructor, the course, and community activities engage students in frequent interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.

Rubric located in the *Getting Started* tab at: http://researchguides.drake.edu/cel

Community-Engaged Teaching During Covid-19…

Social Distancing, Isolation and Quarantine

- Adhere to the University and community partner guidelines for safety and equity https://www.drake.edu/coronavirus/

- Communicate with your community partners and students early and regularly

- Collaborate on changes to student work

- Remain Flexible
  - Adjust the scope of student work
  - Adjust the timeline of student work
  - Adjust the nature of student work
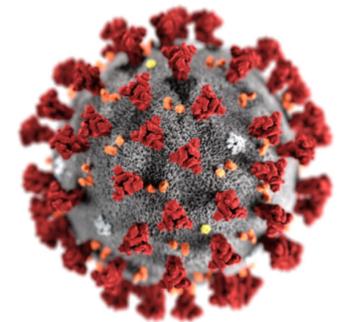
Resources for Engaged Teaching during Covid-19

- https://www.xavier.edu/community-engaged-learning/documents/supporting-community-engaged-courses-via-remote-learning-1.pdf

- https://ginsberg.umich.edu/article/community-engaged-teaching-during-covid-19

- https://socialconcerns.nd.edu/community-based-learning-teaching-and-research-during-covid-19

- https://citl.indiana.edu/programs/service-learning/resources-service-learning/CEL%20during%20COVID-19.html

- https://iacampuscompact.org/resource-posts/coronavirus-and-the-engaged-campus/

CEL and Remote Teaching

E-SERVICE LEARNING TYPOLOGIES
(Waldner, McGorry, & Widener, 2012).

- Type I — Class is conducted fully online and the service is conducted on site

- Type II — Course is conducted on site and the service is conducted fully online

- Extreme — Both the course and the service are conducted fully online

- Type III — Instruction and service may be both on site and online
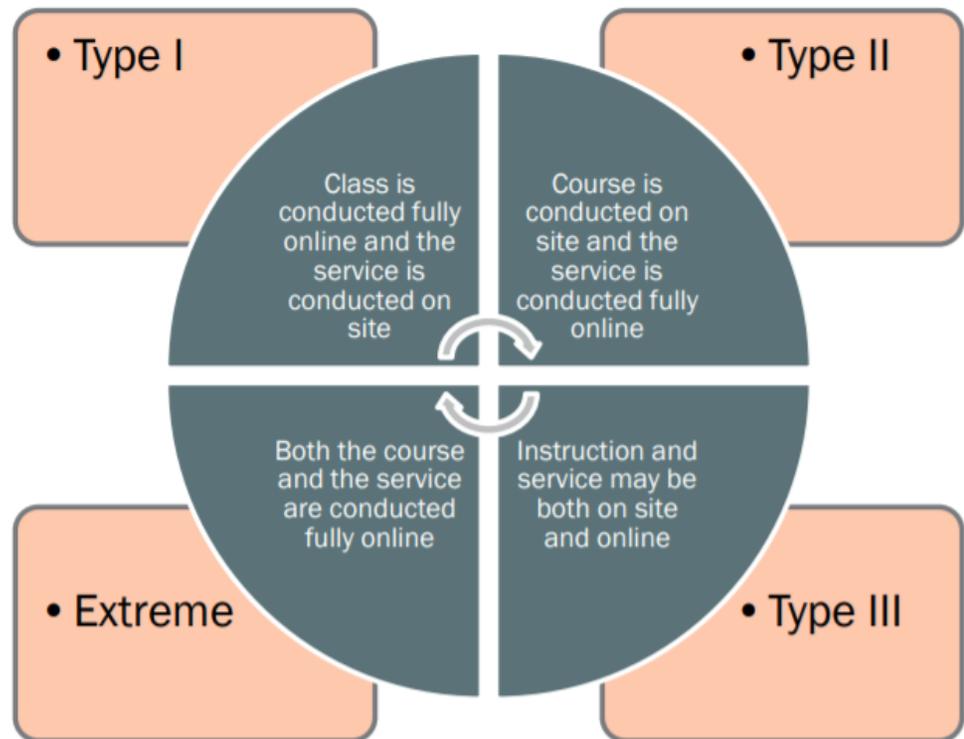
Remote CEL Activities

Looks a lot like Project-Based Learning!

- conducting background research or gathering best practices or other information requested by the partner(s)

- taping, recording, or streaming performances or workshops to benefit community partner(s)

- creating digital and other social media content, print program materials, or other methods for information-sharing

- undertaking assessment, evaluation, or feedback via phone or web-based services;

- offering (or compiling, researching, or brainstorming) strategies that provide indirect support from volunteers as a result of coronavirus

- conducting virtual or phone-based educational supports for youth and adults

More ideas available at:
https://www.marquette.edu/center-for-teaching-and-learning/documents/remote-community-engagement-activities.pdf

Community Need: Racial Justice

WAYS TO WORK TOWARD SOCIAL CHANGE

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, Political Activities, and Civic Engagement
Mutual Aid and Informal Association
Volunteering and Direct Service

Campus Compact
Iowa & Minnesota

Source: Iowa & Minnesota Campus Compact Social Change Wheel

WAYS TO WORK TOWARD SOCIAL CHANGE

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Racial Justice

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- Volunteering and Direct Service

Campus Compact
Iowa & Minnesota

Things I will do differently in my class…

- Communicate more frequently with the community partner
  - Establish clear project and communication expectations with the partner organization. Assuming the project will be remote and in-person contact will be limited
  - Create and sign a MOA
  - Engaged partner in more thorough evaluation

- Incorporate more team building between the students to create a sense of belonging

- Set clear expectations with students from the beginning
  - Communication & accountability-articulate how often they should communicate to their partner and faculty member
  - Use a rubric to assist with evaluating the experience

Teaching Online CEL Resources

- Waldner, L., McGorry, S., & Widener, M. (2010). Extreme e-service learning (XE-SL): E-service learning in the 100% online course. MERLOT Journal of Online Learning and Teaching, 6 (4), 839-851.

- Waldner, L. S., McGorry, S. Y., & Widener, M. C. (2012). E-service learning: The evolution of servicelearning to engage a growing online student population. Journal of Higher Education Outreach & Engagement, 16 (2), 123-150.

- Guthrie, K.L., McCracken, H. (2010) Making a difference online: Facilitating service-learning through distance education. *Internet and Higher Education*, 13, 153-157.

- Guthrie, K.L. & McCracken, H. (2010). Teaching and Learning Social Justice through Online Service-Learning Courses. *International Review of Research in Open and Distance Learning*, 11(3), 78-94.

- McWhorter, R.R., Delello, J.A. & Roberts, P.B. (2016). Giving Back: Exploring Service-Learning in an Online Learning Environment. *Journal of Interactive Online Learning*, 14 (2), 80-99.

- Author Unknown. Online teaching: Incorporating service-learning handout. Indianapolis University Center for Service-Learning & Community Engagement.

Follow-Up

- Recording and power point will be sent to you

- Email renee.sedlacek@drake.edu with questions

- Schedule a virtual consultation via http://calendly.com/reneesedlacek

- Visit http://researchguides.drake.edu/cel for specific tools, readings and more!