

Community Engaged Teaching and Learning

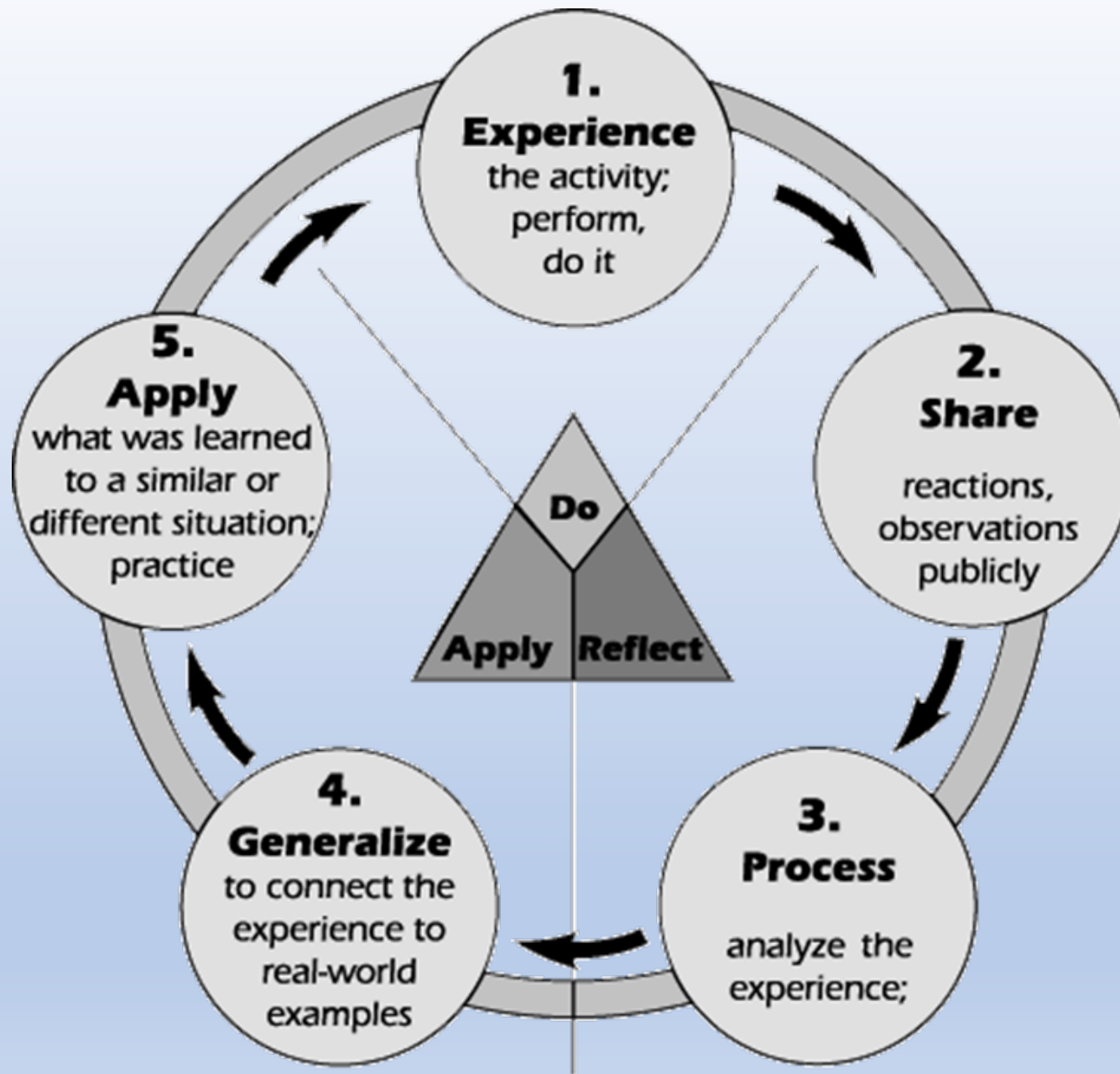
Evolving Definitions

- Volunteerism
- Service Learning
- Civic Engagement

- Critical Service Learning
- Community Engaged Teaching/
Learning
- Experiential Learning

Community Engaged Learning and Teaching/ Critical Service Learning:

- Community engagement emphasizes the spatial and social dimensions of a shared place, whether local, national, or international. However, rather than merely being based in a community, “engagement” highlights the ways that students, faculty, and community members can act with one another in mutually beneficial ways.
- “a form of experiential education where learning occurs through a cycle of action and reflection as students. . . seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. . . experience enhances understanding; understanding leads to more effective action.”



Five Step Cycle of Experiential Learning

Experiential Learning

- “Offer students assignments and activities based on real-life situations or primary research that engages them in reflective problem-solving with multiple potential avenues of inquiry.”
1. Carefully chosen and structured experiences are supported by reflection, critical analysis and synthesis.
 2. Learning task is authentic.
 3. Experiences require the learner to take initiative, make decisions and be accountable for results.
 4. The learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
 5. The results of the learning are personal and form the basis for future experience and learning.

Merging Community Engaged Pedagogy with Experiential Learning

- Emphasis on “real world” problems
- Create shared knowledge between community partners and university
- Transdisciplinary—the whole is greater than the sum of the parts
- Fosters analytical thinking and life-long learning

Two Experiences



HIS 4973: Human Rights since 1948:
“Seeing” Human Rights in San Antonio, TX



Teaching the Mexican Revolution at Cardinal Valley
Elementary School
Transylvania University, Lexington, KY

Writing and Performing a Skit on Mexican History

--Teacher requested help in teaching Mexican Revolution to her 3rd grade students because she “never studied” about Mexico

--Lexington, KY had a large Mexican immigrant community who worked on horse farms, many parents had limited English

--Students interviewed parents about Mexican history and culture, then worked with Transy students to write a skit about Mexico

--Best comment (from a Spanish speaking mother): “This has been the first time my child ever thought I’m smart. I was able to tell him so many stories about home, about all the things that I learned in school, and he was proud because he told the whole class about what I knew.”





Learning about
the Muralist
Movement:
Diego Rivera,
Frida Kahlo and
then making our
own mural!





Sharing knowledge on human rights issues in San Antonio



Teaching about Human Trafficking: Who can fit into “the Box?”



Sometimes, the experience was not as structured as the professor intended it to be! Heated discussions/healthy debates...





Additional Resources:

- https://compact.org/resource-posts/***
- <https://facultyinnovate.utexas.edu/experiential-learning>
- <https://www.vanderbilt.edu/oacs/wp-content/uploads/sites/140/faculty-toolkit-for-service-learning.pdf>
- <http://servicelearning.msu.edu/upload/Service-Learning-Toolkit.pdf>
- <https://www.pdx.edu/student-community-engagement/critical-service-learning>
- <http://learnthroughexperience.org/program-types/colleges-universities/>

International Education

- <http://www.uky.edu/toolkit/>
- <http://www.nafsa.org/>

Transitioning to Community-Engaged Teaching

Course Title:

Course Semester and Year:

1. Why are you interested in using community-engaged teaching in this class?

2. What course learning goals/objectives do you wish to deepen or broaden by adding community-engaged teaching?

3. Are there social issues or populations with whom you would like students to engage?

4. What are some community needs that might be impacted by students in your class?

5. What organizations match well with the course learning goals/objectives?

6. What logistical considerations need to be made?
 - a. Scheduling
 - b. Transportation
 - c. Risk management
 - d. Safety consideration
7. How will you incorporate reflection as a part of the community-engaged teaching model?
8. How will your students share what they have learned with the UTSA community?