Community-based Learning

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Introductions

➢Please share your name, departmental affiliation, any experience with CBL or academic service-learning courses.

Community Based Learning (CBL) at Johns Hopkins University

CBL is a pedagogical model that connects classroom-based work with meaningful community involvement and exchange. Within the context of equitable partnership, community organizations and students mutually benefit from the CBL experience both by meeting course objectives and addressing community-identified goals. Students may engage with groups including, but not limited to: nonprofits, government agencies, grassroots collectives, and other educational institutions.

Community-Based Learning (CBL) at Johns Hopkins University

The principles of CBL include:

➢ Faculty, students, and community groups collaborate toward mutually pursuing community-identified goals and academic course objectives

➢ Courses provide adequate reading, reflection, and evaluation through research and other coursework; faculty meet their course objectives by preparing students for community entry, providing meaningful outlets for critical reflection, and presenting methods of rigorous evaluation

# Community-Based Learning (CBL) at Johns Hopkins University

The principles of CBL include:

- Academic credit is given for classroom and community learning, demonstrated in preparation, research, evaluation, and reflection

Community-Based Learning

➢Equal partnership

➢Reciprocity, mutual benefits

➢Respect for varied ways of knowing

➢Community knowledge and input valued

➢Contextualized

➢Authentic relationships
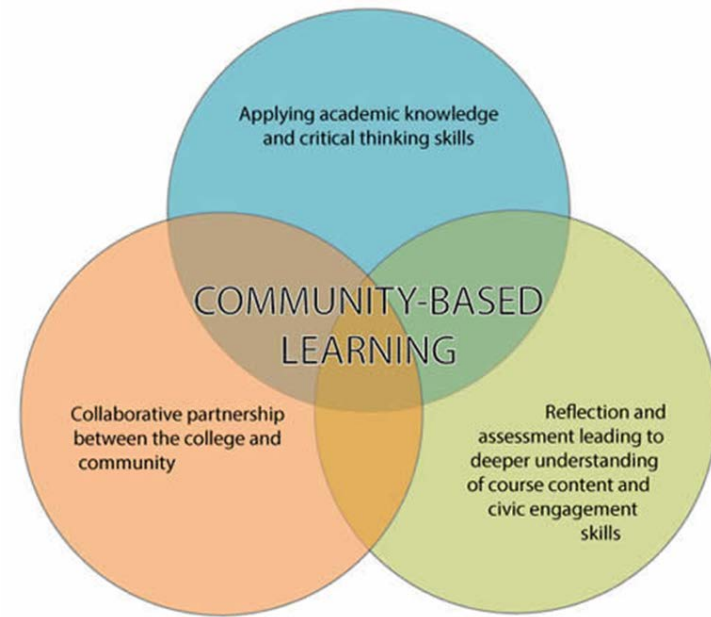
Community-Based Learning Allows Students to:

➢Connect experience and learning to ask complex questions

➢Transform thinking in light of new knowledge through reflection

➢Reflect on one's prior learning and expanding knowledge over time

➢Work collaboratively and collectively

➢Demonstrate an understanding of diverse perspectives through experience

innovation

Community Based Learning

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Thinking of Community Partnerships

➢ Do your homework

➢ Research how the Community Partner may have connected with other organizations on campus.

COMMUNITY- BASED LEARNING:

YOUR CHANCE
to Grow
Personally &
Professionally

Thinking of Community Partnerships

➢ What areas of commonality do you and the community partner have?

➢ How do your academic goals and their programmatic goals overlap?

➢ What are the expectations set by community partner? What are your expectations?

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Thinking of Community Partnerships

➢ What types of training will students need to partner with your CP?

➢ When will the CP make classroom visits/lectures or observations?

➢ What kind(s) of engagement are you thinking about (e.g. one-time or ongoing)?

Thinking of Community Partnerships

➤What kind of commitment are you willing and able to make to a partner? (E.g. one semester? A year? Many years?)

➤Is there potential for an ongoing/sustainable partnership?
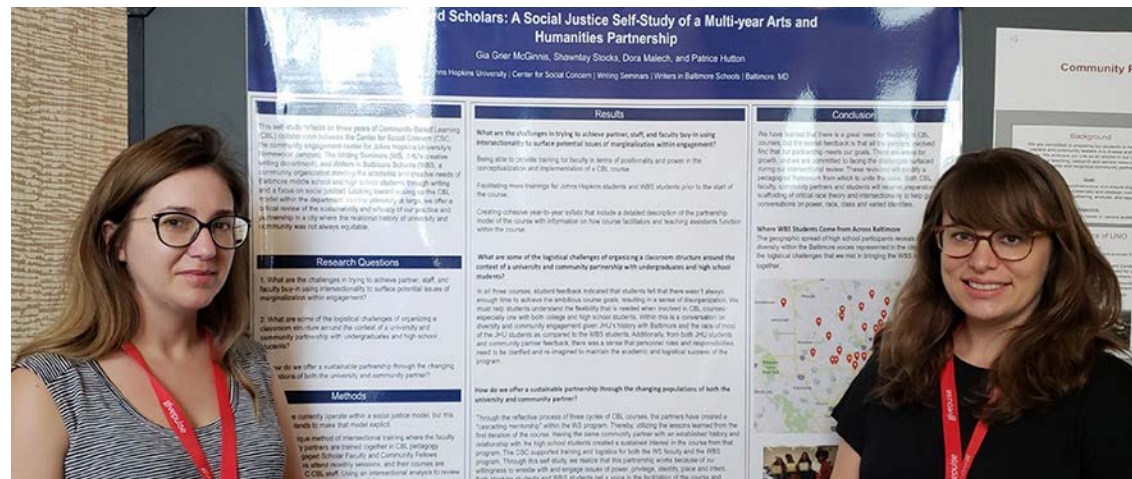
What is the "action" in your community-based learning course?

➢Educational action (research)

➢Direct action (serving alongside each other in the community)

➢ Community building (however this is defined between the two partners)

➢Policy/Advocacy

➢Deliberate Dialogue

Critical Reflection

> We do not learn from experience... we learn from reflecting on experience.
>
> – John Dewey

- ➢ Contextualizes
- ➢ Continuous
- ➢ Challenging
- ➢ uncovers hidden assumptions
- ➢ Places us and our experiences within the larger social context
- ➢ Helps us to understand how we analyze given situations/expectations
- ➢ Deepens our learning

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REFLECTION QUESTION MODELS

These frameworks can be used as guides for developing reflection questions that can be used in written, oral or artistic/creative activities.

OBJECTIVE	WHAT, GUT... MODEL (NYLC)	ORID (Institute for Cultural Affairs)	DIGA Source?	QUESTIONS
COGNITIVE DESCRIPTION	What?	Objective	Describe	What happened? What did you see, hear, smell, touch, say...
AFFECTIVE EXPRESSION	Gut?	Reflective	Interpret	What range of feelings came up for you during the experience? When were you surprised? Frustrated? Pleased? Affirmed? Disappointed? Angry...?
ANALYSIS	So What?	Interpretive	Generalize	What are you learning from this? What difference does that make to you, to the community? What do you understand differently now? When have you seen something similar before? How does this relate to larger contexts, theories, ideas? What is important about what you have learned?
APPLICATION	Now What?	Decisional	Apply	Now what will you do with what you have learned? How does it inform your work in community? What has our group/class learned? What are the implications of what we have done together?

As found at http://www.jsheblakfamily.com/reflection-question-models.html

Assessment

There are varying for of assessments:

➤ Discussion

➤ Presentations

➤ Reflection Journals

➤ Essays (applying theories or course content to experiences)

Evaluation

"Evaluation is the systematic process of determining the merit, value, and worth of a course, project, or program. It measures, quantifies and/or describes the extent to which the evaluation criteria were demonstrated. It is often summative and identifies what grade will be assigned. (Cathy Avila-Linn, Kathleen Rice, Suzan Akin, UC Berkley Public Service Center)

Evaluation

➢ How did the partnership work?

➢ Were learning goals accomplished?

➢ How can we make the partnership go smoother?

➢ What "pit falls" did we notice? How can we navigate those next time?

Questions