

Student pathways to community-engaged learning

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Community-university research can have direct **impact**

Collaborative and **collective** inquiry between researchers and communities increases the **quality** and **legitimacy** of solutions to real problems.

Community
experts



Academic
experts



CFICE Student Pathways Working Group

Working Group Goal:

*To develop curriculum that incrementally **builds students' skills** for practicing successful community first campus-community engagement, from high school through to graduate school.*



Types of experiential learning

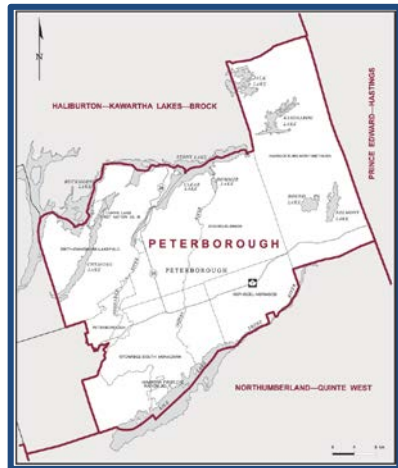
Typology of Work-Integrated Learning in Ontario's Postsecondary Sector

	Systematic Training (workplace as the central place of learning)	Structured Work Experience (familiarization with the world of work within a PSE program)				Institutional Partnerships (PSE activities/programs to achieve industry or community goals)	
	Apprenticeships	Field Experience	Mandatory Professional Practice	Co-op	Internships	Applied Research Projects	Service-learning
Main educational purposes	<ul style="list-style-type: none"> • Workforce training • Skill acquisition • Skill mastery • Workplace literacy 	<ul style="list-style-type: none"> • Application of theory to practice • Attainment of professional or work-related competencies • Workplace literacy 	<ul style="list-style-type: none"> • Integration of theory and practice • Attainment of professional competencies • Professional socialization • Mandatory for professional certification/licensure • Mandatory for institutional program accreditation 	<ul style="list-style-type: none"> • Integration of theory and practice • Career exploration and development • Progressive skill acquisition • Professional socialization • Workplace literacy • Workforce readiness 	<ul style="list-style-type: none"> • Integration of theory to practice • Personal development • Career exploration and development • Skill development • Professional socialization 	<ul style="list-style-type: none"> • Application of theory to practice • Address specific industry needs • Skill development (problem-solving, critical thinking) 	<ul style="list-style-type: none"> • Integration of theory and practice • Address specific community needs • Community building • Civic engagement • Global citizenship • Career exploration and development • Skill development • Personal development

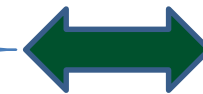
Independent brokers facilitate student capstone community-based research projects with Trent



Haliburton community



Peterborough community



Faculty & students



CFICE Student Pathways Activities

1

Complete a curriculum mapping process for community-engaged learning at Trent (map curriculum for 6 years of post-secondary education)

2

Build tools, courses, modules, etc. to support student learning and skills development in community-campus engagement

- On-line modules to introduce CBR to undergrads
- Create terms of reference templates for community-based graduate theses
- Design a high school CCE course for students in grade 11/12 (e.g., Youth Leadership in Sustainability, led by Cam Douglas at KPR board is launching 2018-19. <http://yls.green/>)
- Enhance community service learning programming

UUDLES ¹	Employability Skills 2000+ ²	Community-engaged Learning Skills and Competencies ³
Depth and Breadth of Knowledge	Communicate	Personal Exploration
Knowledge of Methodologies	Manage Information	Professionalism
Application of Knowledge	Use Numbers	Time Management
Communication Skills	Think and Solve Problems	Diversity Awareness
Awareness of the Limits of Knowledge	Demonstrate Positive Attitudes and Behaviours	Group Dynamics
Autonomy and Professional Capacity	Be Responsible	Communication
	Be Adaptable	Action Research Methods
	Learn Continuously	Project Planning/Research Design
	Work Safely	Problem-solving
	Work with Others	Information Management
	Participate in Projects and Tasks	Civic Engagement
		Career Planning

¹<http://oucga.ca/wp-content/uploads/2017/01/Quality-Assurance-Framework-and-Guide-Updated-October-2016-Compressed-Version.pdf>

²<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

³Developed by Stephen Hill, Taylor Mackey, John Marris, David Tough, Waleska Vernon, and Emily Amon see Appendix 1





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THANKS

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