

## **Expeditions in Learning: Principles and Practices of Community-Based Learning**

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**Overview and Purpose:** Community-based learning (CBL) captures a broader understanding of the possibilities to learn through academic-community collaboration. CBL encompasses the more well-known interaction as “service-learning” as well as newer models of academic-community interaction known as “community-based research”. In this class, staff members from the Morgridge Center for Public Service will present different CBL models and support you in planning and implementing your own CBL project.

This course will introduce you to CBL principles and practices through:

- 1) Focused instruction on CBL theories and processes;
- 2) Presentations by academic and community members engaged in different levels of academic-community collaboration;
- 3) Reflection and guided discussions (small and large group) focused on exploring how to integrate CBL in your academic endeavors;
- 4) Expeditions in the community to observe CBL projects and engage with CBL partners
- 5) Identify CBL resources;
- 6) Selected readings on CBL theories, projects and processes

**Course Structure:** The class will meet every other week. During the “Expedition” week, you will visit different CBL projects and practitioners, where you will have the opportunity to talk with CBL partners and/or participate in a service-learning activity.

**Incorporating the Delta Program Pillars:** In this course, we would like you to constantly refer to and reflect on the Delta Program Pillars (Teaching-as-Research, Learning Community, and Learning-through-Diversity) as a framework to think about what and how your learning contributes to your development as an instructor. As an Expedition in Learning participant, we hope that our course will help you:

- become a member of a *learning community* of graduate students, post-docs, faculty and staff that builds and shares their individual and collective understandings of how students learn, and discusses the implications for teaching practices;

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- use the concept of *teaching-as-research* to build on the strengths of scientists and engineers as researchers and problem solvers to discern where to go with your new insights and questions that arise; and
- use your learning expeditions to explore and appreciate the *diversity* of teaching and learning styles, opportunities, people and resources in our larger Madison/Dane County community.

**Expeditions:** The expeditions may include: site visits to local community organizations and discussions with community and campus partners regarding the "nuts & bolts" CBL collaborations. In preparing for an expedition:

- Choose the site you want to visit. Every attempt will be made to provide you with at least three choices based on the following class theme.
- Enter the date, time, location on your calendar ☺
- Check out the organization's/individual's website (if it exists).

### Semester Schedule

Week of	Preparation outside of meeting	Activity during meeting
<b>Sept. 27</b> <b>Location: Union, TITU</b>	Pre-Survey	Honoring the Voice of Community: Course Overview Introductions
<b>Oct 4</b>	Expedition	No Class Meeting
<b>Oct 11</b> <b>Location: Red Gym</b> <b>MEZZ AB, 2<sup>nd</sup> Floor</b>	Attend CITIL Conference	Who Is the Community? Definitions of Community Caring for Myself Discussion
<b>Oct 18</b>	Expedition	No Class Meeting
<b>Oct 25</b> <b>Location: Red Gym</b> <b>MEZZ AB, 2<sup>nd</sup> Floor</b>		Corralling Student Enthusiasm
<b>Nov 1</b>	Expedition	No Class Meeting
<b>Nov 8</b> <b>Location: Red Gym</b> <b>MEZZ AB, 2<sup>nd</sup> Floor</b>		Various Forms of CBR
<b>Nov 15</b>	Expedition	No Class Meeting
<b>Nov 22</b>	Thanksgiving Break No Class Meeting	No Class Meeting
<b>Nov 29</b> <b>Location: Discovery Center</b> <b>3<sup>rd</sup> Floor Teaching Lab</b>		Putting Ideas to Practice

## Suggested Readings/Resources

### General CBL:

Carnegie Foundation's "Project Definitions":

<http://www.ods.usf.edu/Committee/Carnegie/Engagement/Carnegie-project-definitions.pdf>

Definition of CBL:

<http://www.qualityresearchinternational.com/glossary/communitybasededucation.htm>

Morgridge Center for Public Service <http://www.morgridge.wisc.edu>. Lots of resources.

Richmond, L., et al (2010). We Shared the Same Chapter: Collaboration, Learning, and Transformation from the 2008 Subsistence, the Environment, and Community Well-Being Native Youth Exchange in Old Harbor, Alaska Project. *Journal of Higher Education Outreach & Engagement*. Vol. 14, Number 4. University of Georgia: p. 63-81.

Stoecker, R.; Community Organizing site at <http://comm-org.wisc.edu/sl/>. Includes resources.

### Service Learning:

Cress, C., Collier, P., Reitenauer, V. Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines. Virginia: Stylus, 2005.

Davidson et al (2010) *Journal of Higher Education Outreach & Engagement*. Vol. 14, Number 3. University of Georgia: p.49-67

Driscoll, Amy; Holland, Barbara; Gelmon, Sheril; Kerrigan, Seanna. An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution.

Eyler, Janet, Giles Jr., Dwight. Where's the Learning in Service-Learning? California: Jossey-Bass, 1999.

Jacoby, Barbara. Service-Learning in Higher Education: Concepts and Practices. California: Jossey-Bass, 1996.

Seifer, SD and Connors K. , Eds. Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education. Scotts Valley, CA: National Service- Learning Clearinghouse, 2007.

Expedition in Learning, Fall 2011: The Principles and Practices of Community-Based Learning ([http://www.servicelearning.org/filemanager/download/HE\\_Toolkit\\_with\\_worksheets.pdf](http://www.servicelearning.org/filemanager/download/HE_Toolkit_with_worksheets.pdf))

Vogel, Seifer, Gelmon: What influences the Long-Term Sustainability of Service-Learning? Lessons from Early Adopters, *Michigan Journal of Community Service Learning*. Vol. 17, Number 1. University of Michigan, 2010. (p 59-76)

### **Community Partnerships:**

Eckerle, et al, Building Effective Community-University Partnerships: Are Universities truly ready? *Michigan Journal of Community Service Learning*. Vol. 17, Number 2. University of Michigan, 2011. (p.15-26.)

Stoecker, R., and E. Tryon (2009), The Unheard Voices: Community Organizations and Service Learning (Chapter 1) : [http://www.temple.edu/tempress/chapters\\_1800/2023\\_ch1.pdf](http://www.temple.edu/tempress/chapters_1800/2023_ch1.pdf)

### **Community-Based Research:**

Ahmed, S.M., B. Beck, C.A. Maurana and G. Newton. 2004. Overcoming Barriers to effective community-based participatory research in US medical schools. 17(2): 141-151.

Eisinger, A. and K. Senturia. 2001. Doing community-driven research: A description of Seattle partners for healthy communities. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*. 78(3): 519-534.

Hartwig, Kari, Callenson, D., Williams, M., Community Based Participatory Research

Higgins, D. L., and M. Metzler. 2001. Implementing community-based participatory research centers in diverse urban settings. *Journal of Urban Health: Bulletin of the New York Academy of Medicine*. 78(3): 488-494.

Definition of CBR:

<http://sph.washington.edu/research/community.asp>

CBR Principles:

<http://sph.washington.edu/research/community.asp>

Strand, K., S. Marullo, N. Cutforth, R. Stoecker and P. Donohue. 2003. *Community-based Research and Higher Education*. San Francisco, CA: Jossey-Bass.