

# Pathways to Engagement: Learning outcomes and curriculum pathways for community-based research

Stephen Hill, Mystaya Touw & Jim Blake



 Social Sciences and Humanities Research Council of Canada  
Conseil de recherches en sciences humaines du Canada



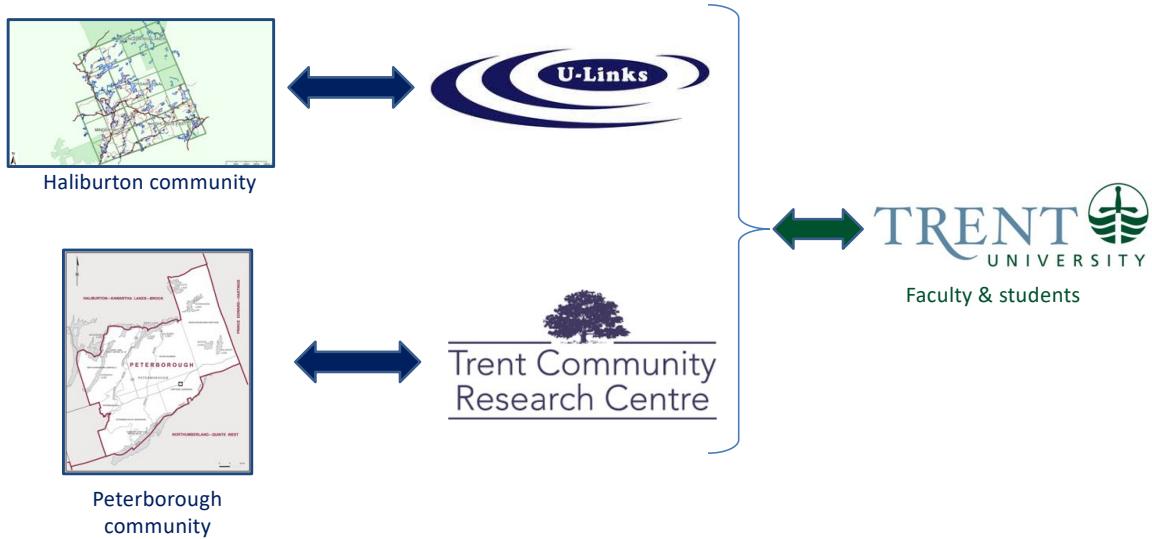
Experiential education that puts communities first.

Community-based teaching & research can be **transformative** for **teaching, research and communities**.

This is a foundation for nurturing the **legitimacy and relevance** of universities.



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



Trent Centre for Community-Based Education  
Formed by COIN, Peterborough Social Planning  
Council and Trent University in 1996



Integrated within the University in 2018



## U-Links Centre for Community-Based Research

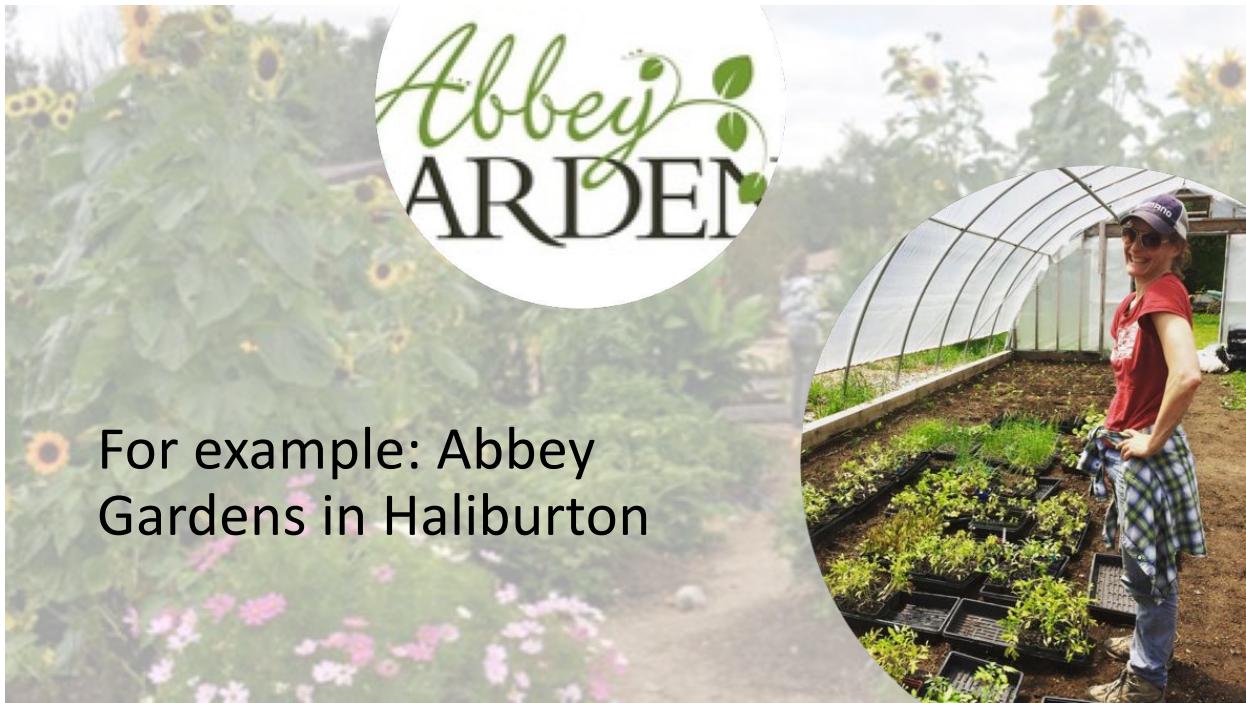


**Supporting Social, Cultural, Environmental and Economic Development in Haliburton County**



Some Impacts in Communities from CBR





- For example: Abbey Gardens in Haliburton

Project goal

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

# Project Activities



Curriculum mapping for community-based research



Build tools, courses, modules 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, launched fall 2018. <http://vls.green/>)
- Enhance community service learning programming

## CBR competencies & skills



Overall competencies

- Interpersonal skills
- Communication & listening
- Time management
- Project planning

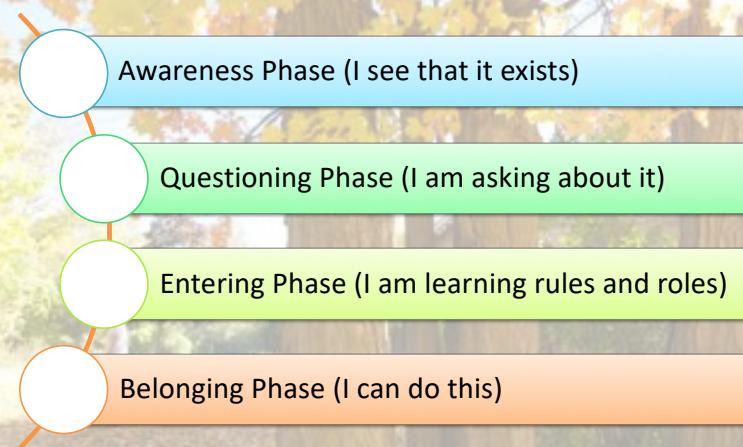
Competencies supporting CBR

- (Inter)Cultural competence
- Civic engagement
- Community knowledge
- Research skills (Inquiry & Analysis)

Employment & career competencies

- Professionalism
- Self awareness
- Career planning

# Student Learning Theory



## INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC



Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and dispositions that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative Learning: Designing programs for cultural learning. In: *Contemporary leadership and intercultural competence: Understanding and applying cultural diversity to lead successful organizations*, ed. M. R. Morrison, 95-110. Thousand Oaks, CA: Sage.)

Students are encouraged to submit a portfolio of work or collection of work that does not meet benchmark and earn half credit.

	Exemplar	1	2	Benchmark
<b>Knowledge</b> <i>Culture's effect on me</i>	Articulates insights into own cultural values and biases (e.g. seeking complete sense of how his/her experience has shaped these values, and how to recognize and respond to cultural biases resulting in a shift in self description.)	Recognizes new perspective about own cultural values and biases (not looking for similarities and differences for those values shared with own cultural group and under the same rubric of "cultural competence".)	Identifies own cultural values and biases (not those from other cultures) and is able to articulate with understanding possible values of other cultures.	Values of own cultural values and biases (not those from other cultures) and is able to articulate with understanding possible values of other cultures.
<b>Knowledge</b> <i>Knowledge of "other" culture framework</i>	Describes a partialized understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication and behaviors or beliefs and practices.	Describes an adequate understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication and behaviors or beliefs and practices.	Describes a full understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication and behaviors or beliefs and practices.	Describes a full understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication and behaviors or beliefs and practices.
<b>Skills</b> <i>Empathy</i>	Identifies own cultural experiences from the perspective of others and articulates the similarities and differences abilities to act as a representative that recognizes the feelings of others from other cultural groups.	Identifies own cultural experiences from the perspective of others and articulates the similarities and differences abilities to act as a representative that recognizes the feelings of others from other cultural groups.	Identifies own cultural experiences from the perspective of others and articulates the similarities and differences abilities to act as a representative that recognizes the feelings of others from other cultural groups.	Values the experience of others and does so through own cultural world view.
<b>Skills</b> <i>Verbal and nonverbal communication</i>	Articulates accurate understanding of the differences between one's own culture and another culture, describes a partialized understanding of the elements which are critical context when communicating in different cultures. Describes and explains language, culture, and communication differences in a different culture and articulates a partialized understanding based on those differences.	Describes partialized understanding of the differences between one's own culture and another culture, and begins to articulate a partialized understanding based on those differences.	Identifies some cultural differences and is able to articulate a partialized understanding based on those differences.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication, is unable to negotiate a shared understanding.
<b>Attitudes</b> <i>Caring</i>	Asks clarifying questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks clarifying questions about other cultures and articulates answers to these questions.	Asks simple or another questions about other cultures.	Values mutual respect in learning more about other cultures.
<b>Attitudes</b> <i>Openness</i>	Values and identifies interactions with culturally different others.愿意倾听并学习来自文化不同的其他人的经验。	Desires to initiate and develop interactions with culturally different others. Begins to respond to responses in interactions with culturally different others, and in scope of own judgment and expresses a willingness to change.	Expresses opinions in room, if not all interactions with culturally different others. Has difficulty responding to responses in interactions with culturally different others, and in scope of own judgment and expresses a willingness to change.	Responsive to interacting with culturally different others. Has difficulty responding to responses in her/his interactions with culturally different others, but in scope of own judgment.

Assessing competencies is  
crucial, but not easy

Opportunities	High School	First Year	Second Year	Third Year	Fourth Year & Beyond
Requirements & Courses	<p>Find out what the admission requirements are for <a href="#">programs</a> that interest you.</p> <p>Get a head start by exploring the <a href="#">Youth Leadership in Sustainability Program</a>.</p>	<p>Use the <a href="#">Academic Calendar</a> to ensure you are take the required courses for your major.</p> <p>Take advantage of community-service learning opportunities in ERSC 1010H/1020H.</p>	<p>Enroll in ERST 2510H Qualitative Methods in Environmental Studies and the eLearning course Introduction to the Theory and Practice of Community-Based Research if it is offered.</p> <p>Continue meeting the degree requirement for your major.</p>	<p>Third-year courses: ERST 3000H Environmental Professional Practice, ERSC 3160H Community-Based Natural Resource Management</p> <p>An average of 75% is required to participate in community-based research projects.</p>	<p>Complete your Community-Based Research Project or Thesis.</p> <p>Participate in Celebration of Research.</p> <p>Complete all degree requirements.</p>
Experience	<p>Consider participating in one of Ontario's Specialist High Skills Major Programs in Environment or Non-Profit work, taking part in Envirothon, or participating the Students As Researchers (STAR) Program.</p>	<p>Join a <a href="#">club or group</a> that suits your interests! Trent has many environmentally minded clubs and groups to pick from.</p>	<p>Look for a summer job in your field to gain experience: <a href="#">Trent Job Board</a>, <a href="#">Ontario Public Service Job Board</a>, <a href="#">Canada Summer Jobs</a>.</p>	<p>Explore your options for <a href="#">undergraduate research</a>.</p> <p>Take on leadership role in club or group.</p> <p>Don't forget to document your experiences on your Co-curricular record!</p>	<p>Look for workshops and other opportunities to gain skills and connection beyond the classroom. Sometimes clubs run certification courses relevant to environmental field work.</p>
Community Connections	<p>Make your community-service hours count! Get involved with a community group or event promoting sustainability or environmental principles.</p>	<p>Check out <a href="#">Trent's Adopt Local Parks Program!</a></p> <p>Get involved with the Peterborough community: <a href="#">Environmental Groups</a>, <a href="#">Peterborough Volunteer Opportunities</a>.</p>	<p>Look for and participate in <a href="#">events</a> offered by Trent and surrounding communities. Attend public lectures and meetings on topics that interest you.</p>	<p>Take advantage of <a href="#">networking</a> and <a href="#">mentorship opportunities</a>.</p>	<p>Build on connections with host organization of your final project and any other people or organization you have built relationships with.</p>
Career & Personal Development	<p>Explore your university options by booking a campus tour, coming to an open house, or speaking to current students and staff, and don't forget to apply!</p>	<p>Start researching potential careers and what Trent has to offer to get there. Consult <a href="#">career centre resources</a> and the academic calendar or timetable to start planning your next</p>	<p>Start considering opportunities like field courses (offered internally or <a href="#">externally</a>) and <a href="#">studying abroad</a> that are often done in third year.</p>	<p>Stay on track by taking a look at the <a href="#">Career Roadmap Guide</a>, <a href="#">workshops</a>.</p> <p>Take advantage of workshops and job fairs run by the career centre throughout the year.</p>	<p>Attend career centre at <a href="#">the Career Roadmap Guide</a>, <a href="#">workshops</a>.</p> <p>Work on graduate school applications.</p> <p>Start your job search.</p>

# Models for community-based research



# Scaffolding CBR in the Trent School of the Environment



## Next steps

## Institutionalize

- Formalize and extend curriculum pilots across School of the Environment

## Evaluate

- Assess & evaluate outcomes for community organizations and students

## Connect

- Better connect TSE curriculum pilots with experiential learning initiatives across campus



 Social Sciences and Humanities  
Research Council of Canada

Conseil de recherches en  
sciences humaines du Canada



Thank you.

Jim Blake, Chair of U-Links Management Committee  
Mystaya Touw, Masters student in Sustainability Studies  
Stephen Hill, Professor, School of the Environment