



# COMMUNITY-ENGAGED LEARNING PRACTICE IN THE EUROPEAN CONTEXT

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and Dr Naomi Masheti (Cork Migrant Centre)



# ACTIVITY 1: PAIR-SHARE

## **1: In pairs, discuss the following:**

*"What does Community-engaged learning mean in your context?"*

## **2: List the top three words or phrases that capture your discussion.**

## **3: Report back to the full group your most important word or phrase**

\*just one word or phrase.

\*\*don't repeat what other groups have said.



# COMMUNITY-ENGAGED LEARNING OVERVIEW

# WHY THE CIVIC TURN IN HIGHER ED?



## **High impact educational practice**

enhanced engagement, transversal skills, policy-theory-practice



## **Enhance citizenship**

participatory, democratic approaches to knowledge production



## **Action-oriented responses**

to sustainability challenges in partnership with communities



***" ... universities are also a part of our societies. What's the point unless the accumulated knowledge, insight and vision are put at the service of the community?"***

***With the privilege to pursue knowledge comes the civic responsibility to engage and put that knowledge to work in the service of humanity."***

***President M.D. Higgins***

# POLICY AND FUNDING DRIVERS



National Strategy for HE to 2030

HEA System Performance Framework

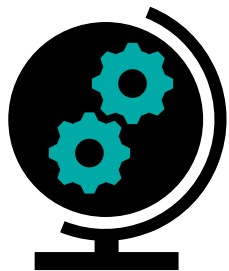
Innovation 2020



Irish Research Council 2019-24 Strategy

Health Research Board 2021-25 Strategy

SFI 2020-25 Strategy



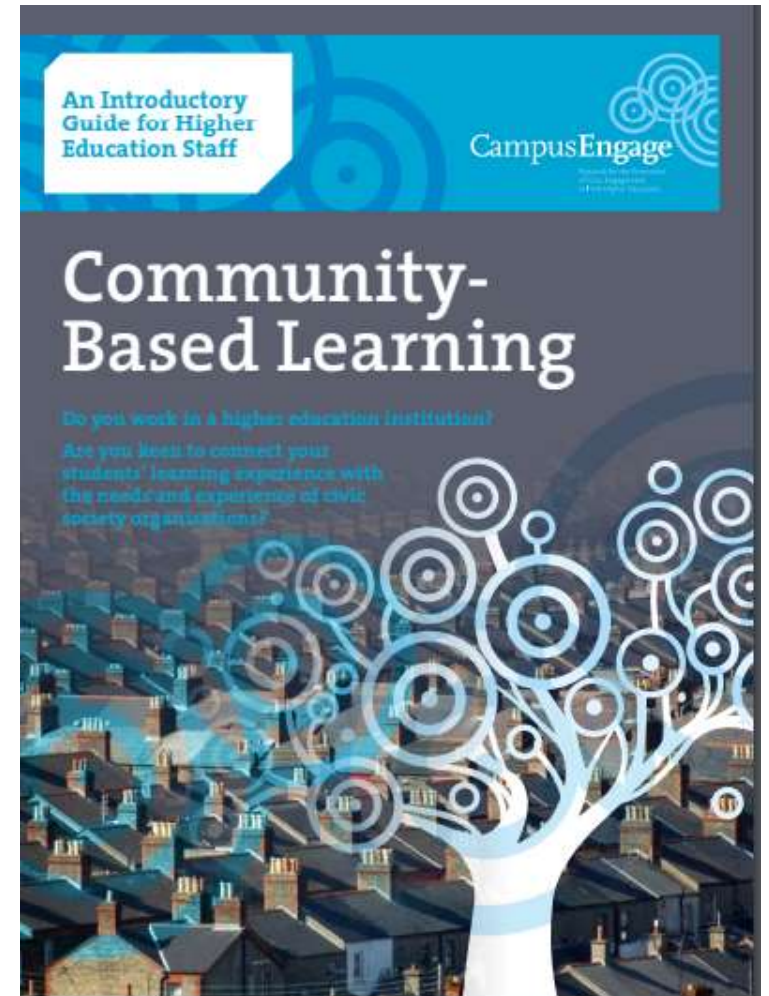
Horizon Europe

SDGs

# DEFINITION OF CEL

“... a form of experiential education with a civic underpinning. In practice, what this means is that students gain academic credit for the learning they derive **from participating in and reflecting on an experience within community and society**”

McIllrath and McDonnell, 2014





# EXPERIENTIAL LEARNING CONTINUUM

## Work Placement

- Student is main beneficiary
- Goal is student learning
- Reflection is sometimes a component

## Community Engaged Learning

- Community and student are mutual beneficiaries
- Goal is authentic partnership
- Reflection is always a component

## Volunteering

- Community is main beneficiary
- Goal is involvement with community
- Reflection is rarely a component



**Experiential Learning Continuum**



# CHARACTERISTICS

## **PEDAGOGY, GROUP AND PERSONAL TRANSFORMATION**

- Teaching method for credit
- Promotes knowledge acquisition
- Reflection underpins assessment process

## **CITIZENSHIP & GRASSROOTS DEMOCRACY**

- Promotes active engagement
- Responds to need identified by community
- Community valued partner from whom students can learn

## **UNIVERSITIES AS AGENTS OF POSITIVE SOCIAL CHANGE**

- Explore academic theory within broader context
- Broader societal issues inc. SDGs may be explored



**TARGET**

**4•7**



**EDUCATION FOR  
SUSTAINABLE  
DEVELOPMENT AND  
GLOBAL CITIZENSHIP**

# **COMMUNITY-ENGAGED LEARNING**

## **WHO ARE OUR PARTNERS?**

# ACTIVITY 2: COMMUNITY MAPPING



# COMMUNITY ENGAGED LEARNING CASE STUDY



**School of  
Applied  
Psychology,  
UCC**

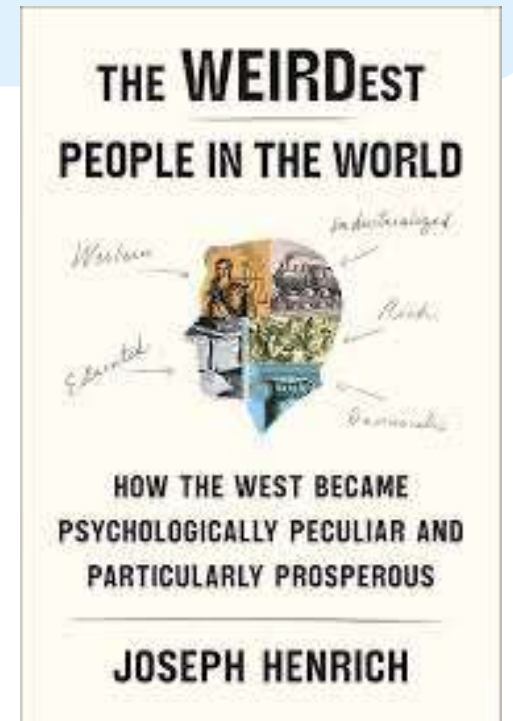


# CREATING A PARTNERSHIP: MOTIVATION FOR ENGAGEMENT

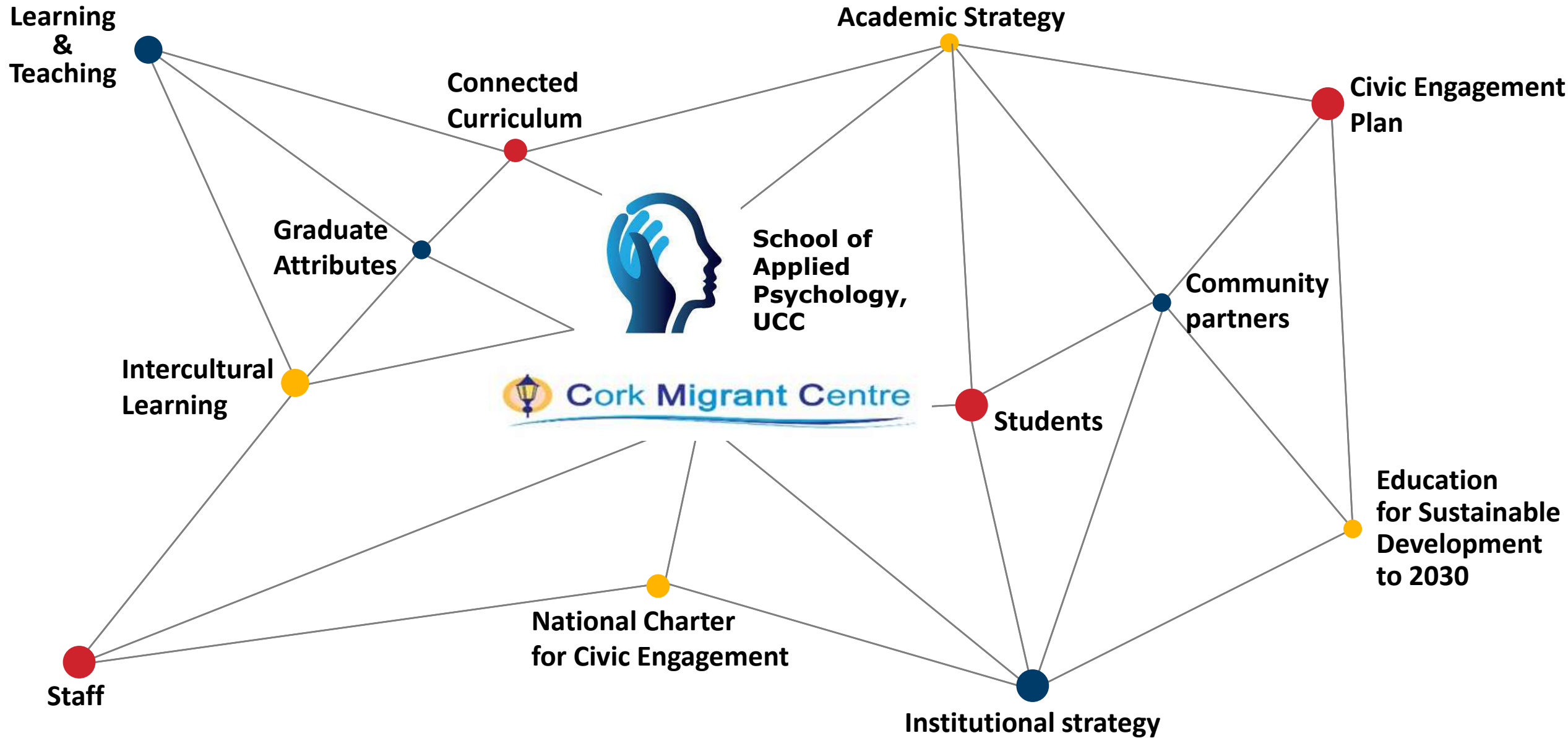


Migrant women wanted to create **pathways** for their own **integration** into life in Ireland and to build woman's **skills and opportunities for social engagement**.

Students could develop **cultural awareness, literacy and sensitivity** as psychological research and practice needs to address the **challenge of WEIRD** (Western, Educated, Industrialised, Rich, democratic) practice.

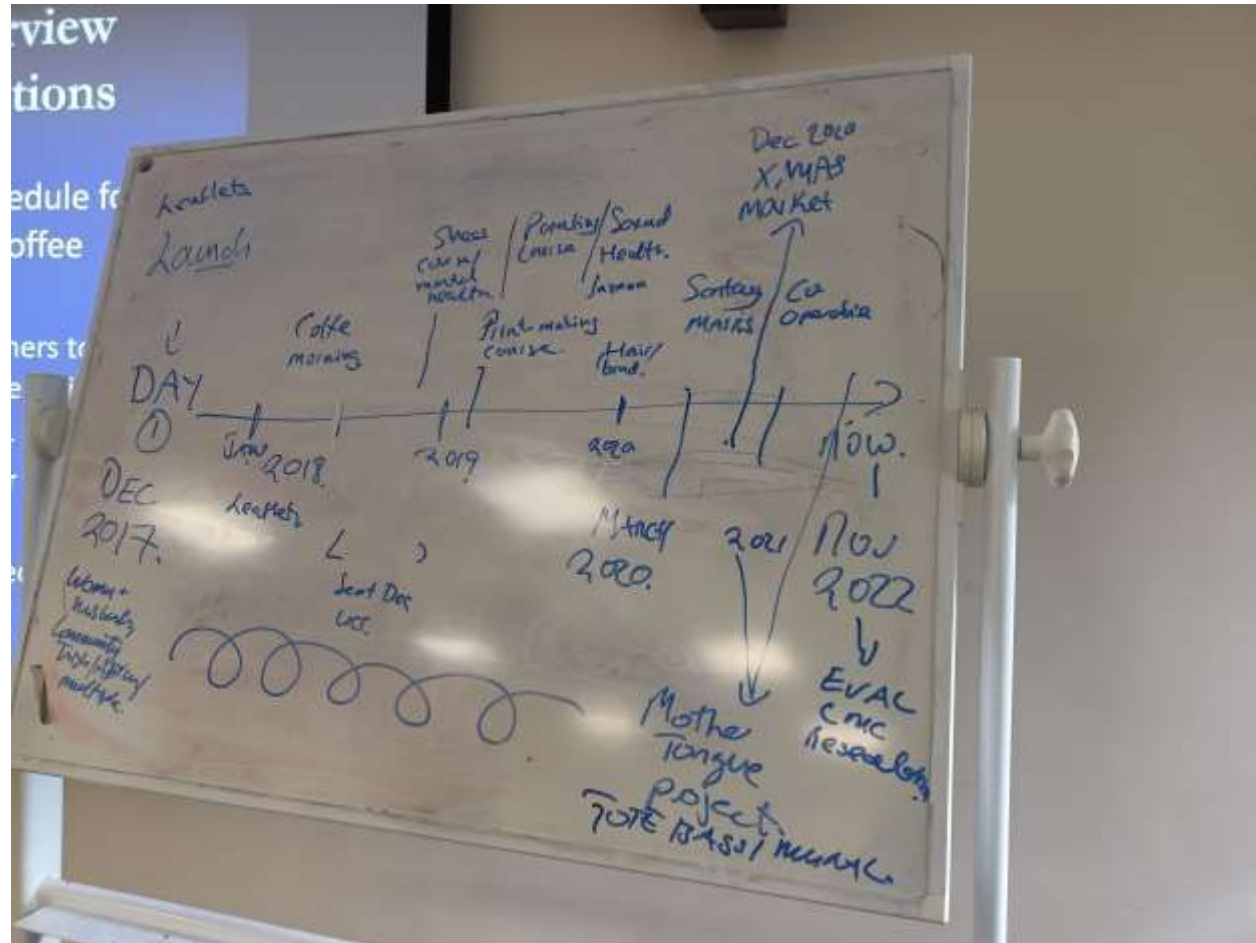


# IMAGINATIVE MAP: PARTNERSHIPS





# PARTNERSHIP TIMELINE & EVOLUTION



# 'CO-OPERATIVE INQUIRY'

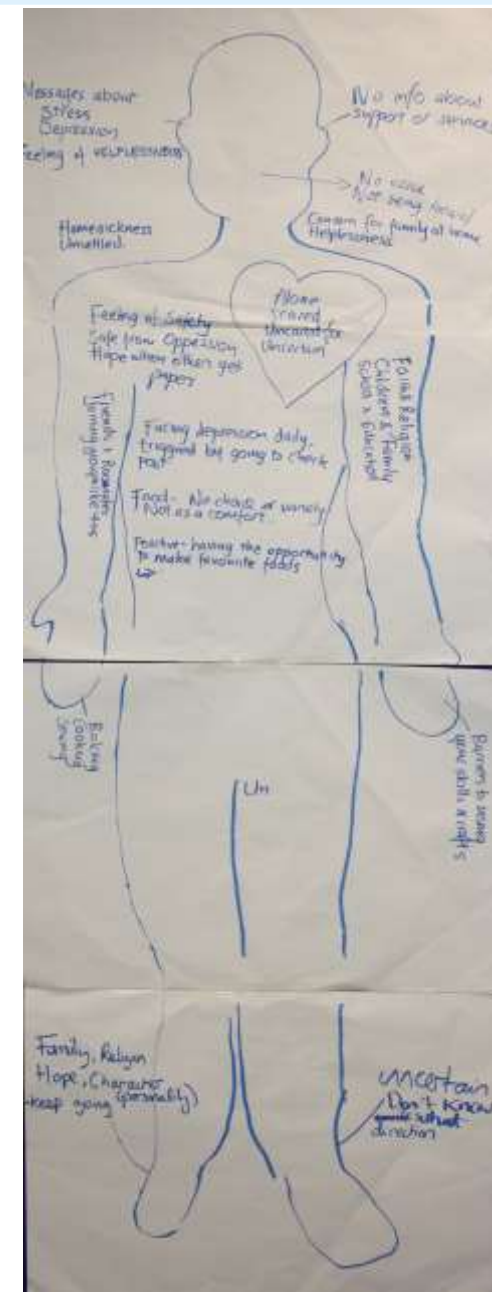
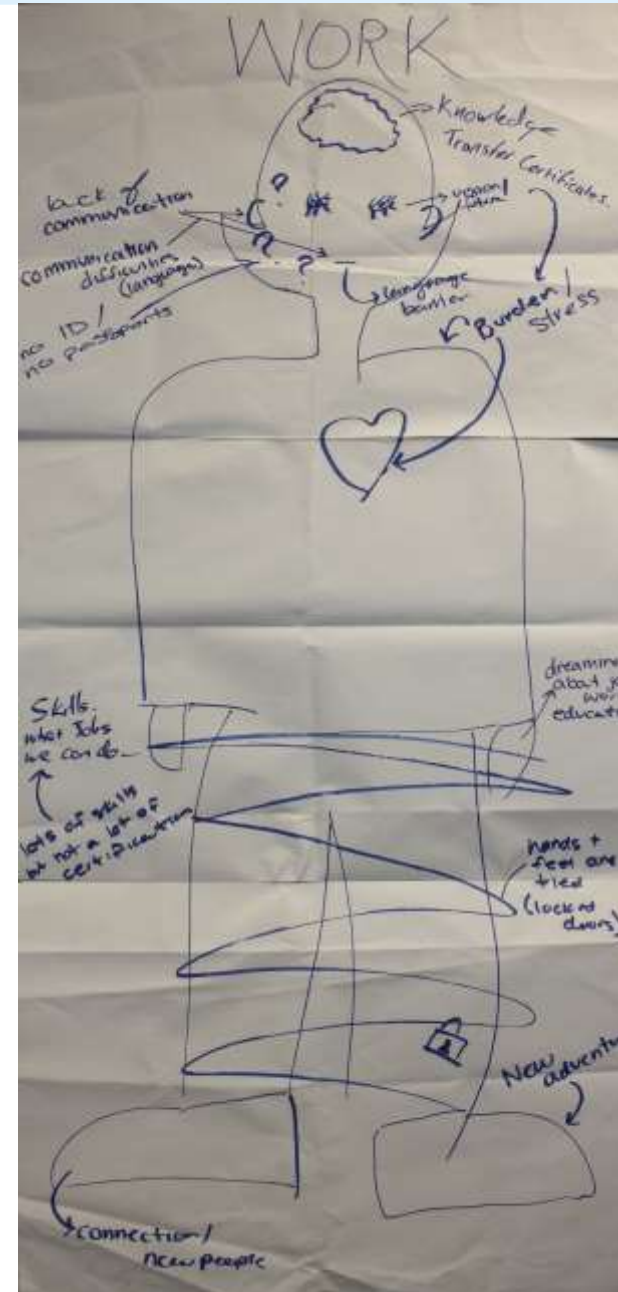
A form of participative research in which people "inquire together"

Heron, (1996)

First year of engagement-**problem posing method**

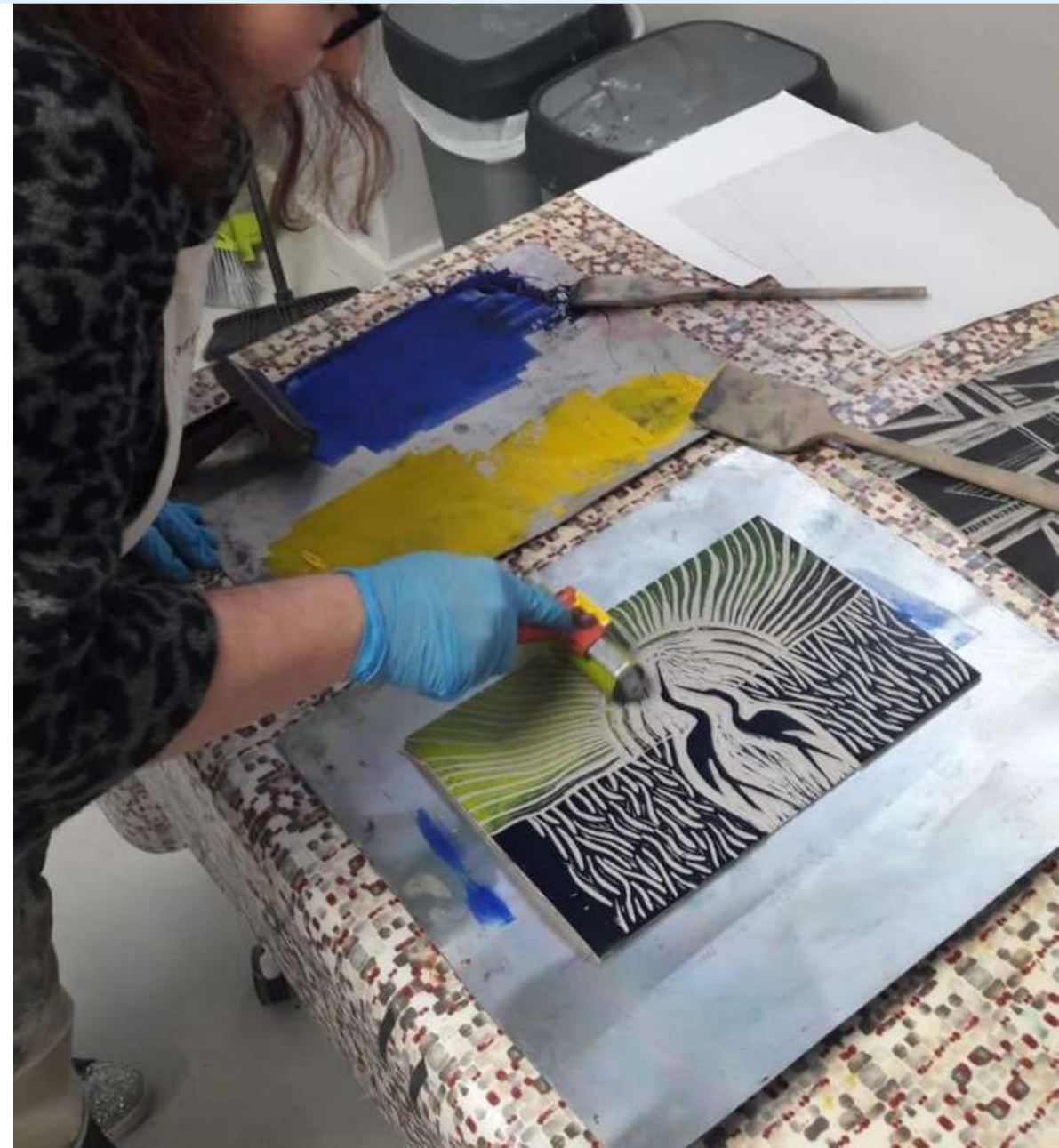
Three priorities identified

- (1) Work
- (2) Mental Health
- (3) Childcare





# HEALING THROUGH ARTS PRINT MAKING



# SANCTUARY MASKS: COVID LOCKDOWN

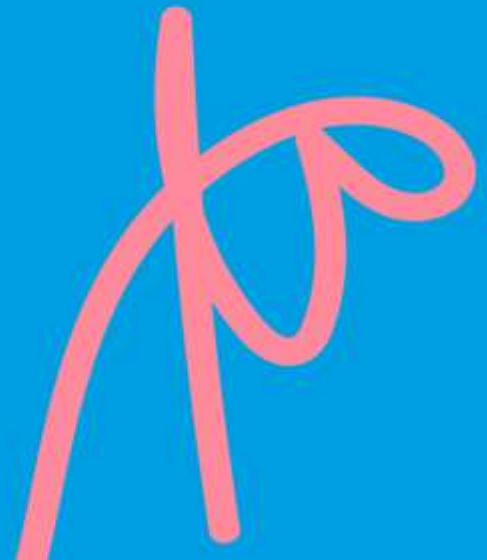




# STUDENT PRESENTATION

## social artefact

“creation and expression of **collective identity** and solidarity; and working toward ‘**cognitive liberation**’, a critical transformation from hopeless submission to oppressive conditions to a readiness to change those conditions” (Campana, 2011, p. 281).



# PARTICIPATORY EVALUATION



# STRUCTURE OF MODULE

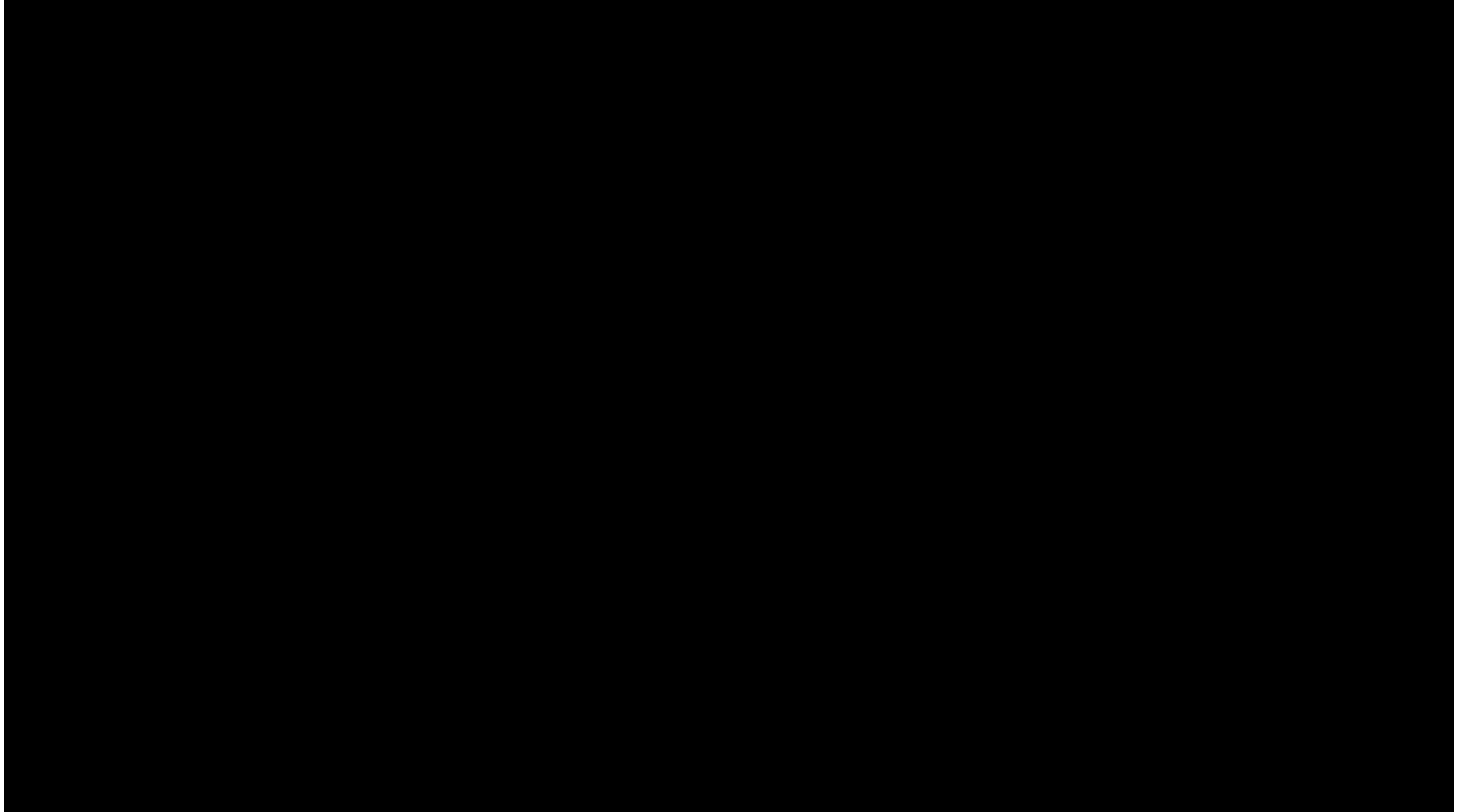
- Weekly: 12 x two hour classes
- Three meetings with Students and CMC women in Cork Migrant Centre
- CMC Women Representatives attend some classes in the University
- All CMC Women get 'Certificate of Participation'



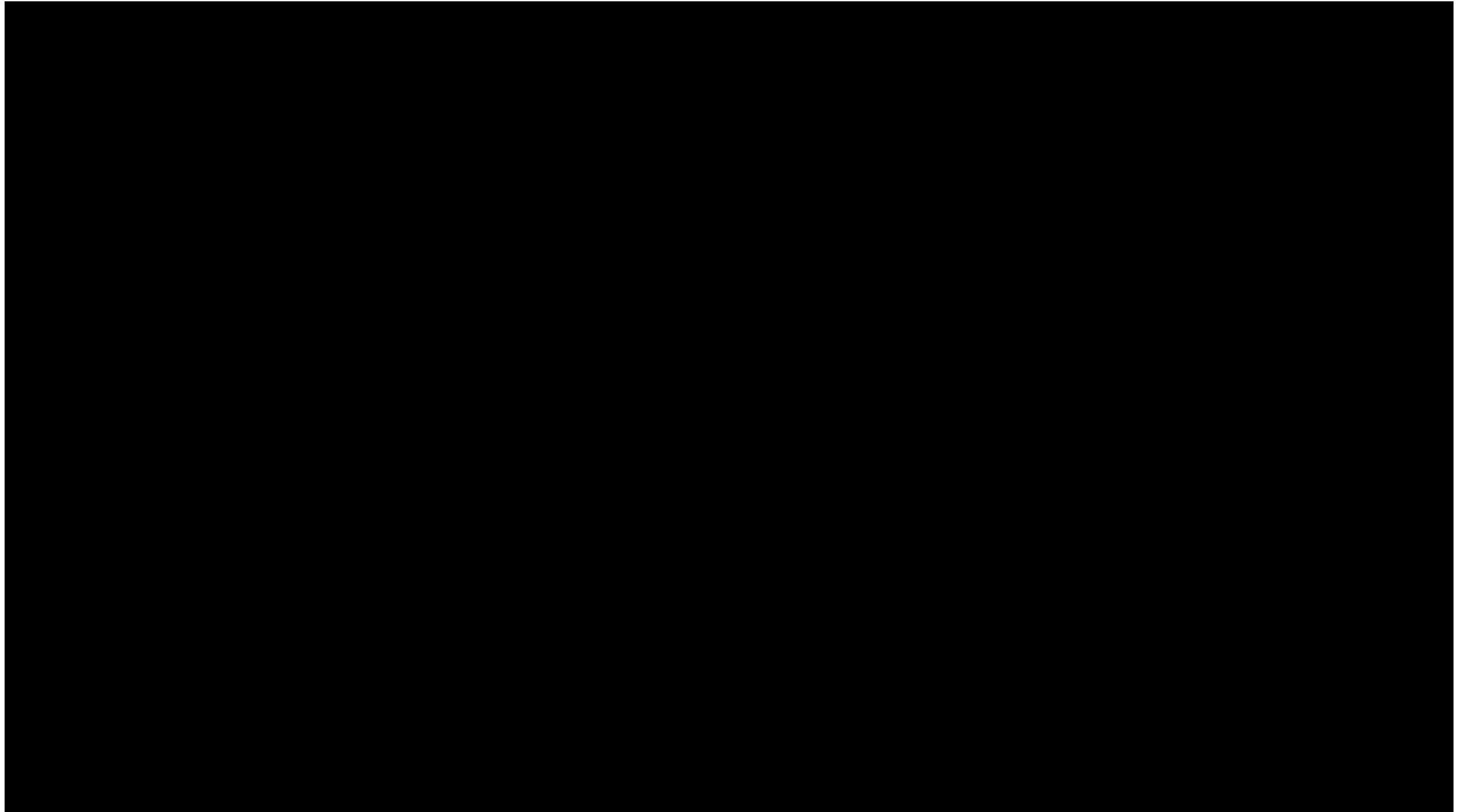


Week	Theme	Activity
1	Critical Community Psychology	Applied Improvisation
2	Intro to Cork Migrant Centre	Dr Masheti comes to UCC, Cultural literacy, awareness and sensitivity
3	Participatory Approaches	Participatory Action Research & Cooperative Inquiry
4	Visit to CMC	Engagement with CMC women in Arts Activity
5	Reflection and seminar	Debrief on visit. Students present on key theoretical papers
6	Ethics- group exercise	Students work in groups on Ethics Application (30 Marks)
7	Lecture-Space & Place	Psychology of Place-making & Belonging: Students prepare literature search
8	Visit to CMC	Joint Activity with CMC Women and Students
9	Reflection	Debrief on visit. Reflective Writing
10	Visit to CMC	Students make literature presentations to women. Discussion.
11	Reflection	Debrief. Representatives of CMC Women attend this class
12	Assignment preparation	Finalising the assignment: Reflective Writing (70 Marks)

# IMPACT: TAMSYN HULBERT, UCC



# IMPACT: DEBORAH ONIAH, CMC



# FINAL REFLECTIONS

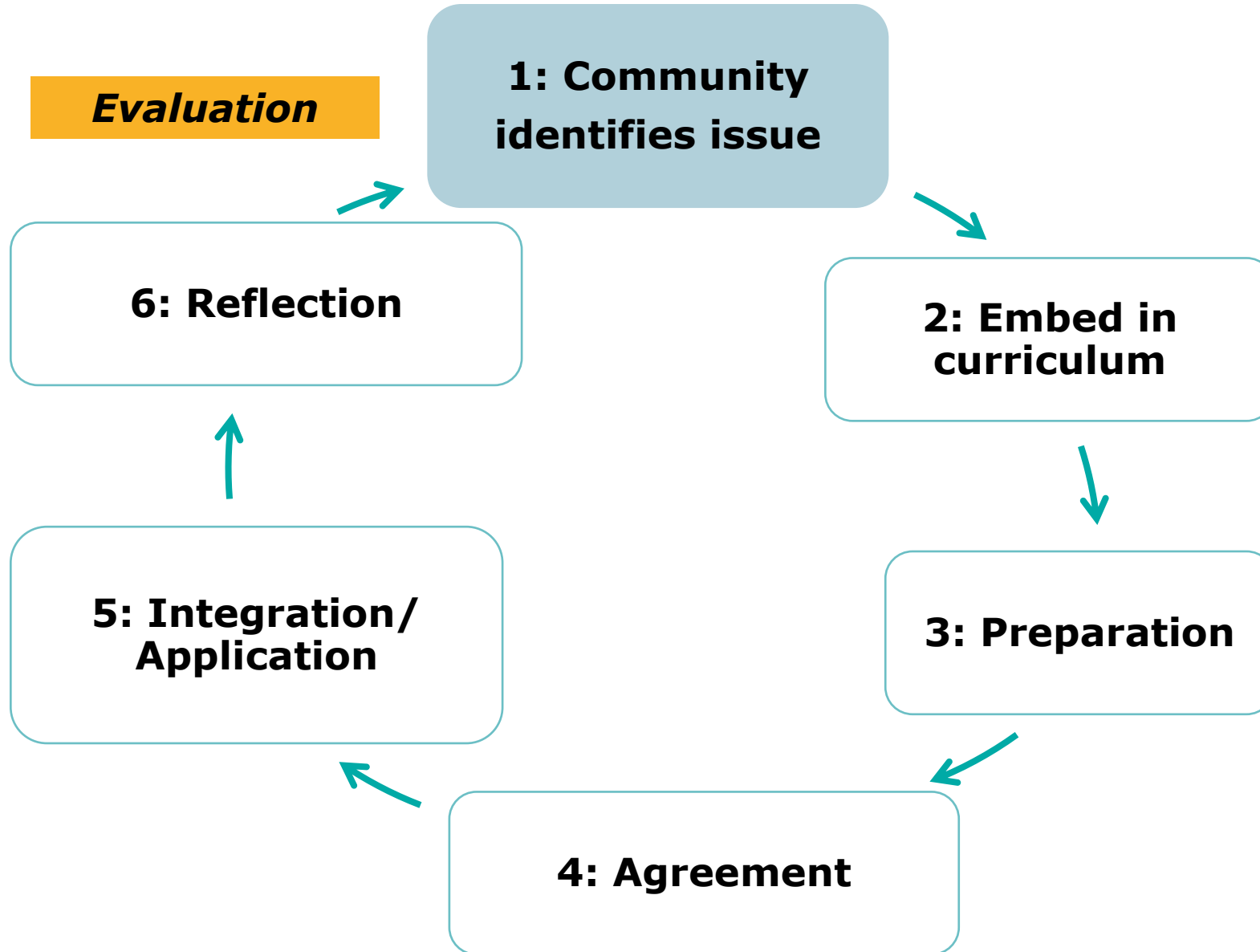
Initial anxiety and fear of power imbalances shift to invigoration and joy

Driven by CMC women's agenda/activities each year "The women are the one's leading"

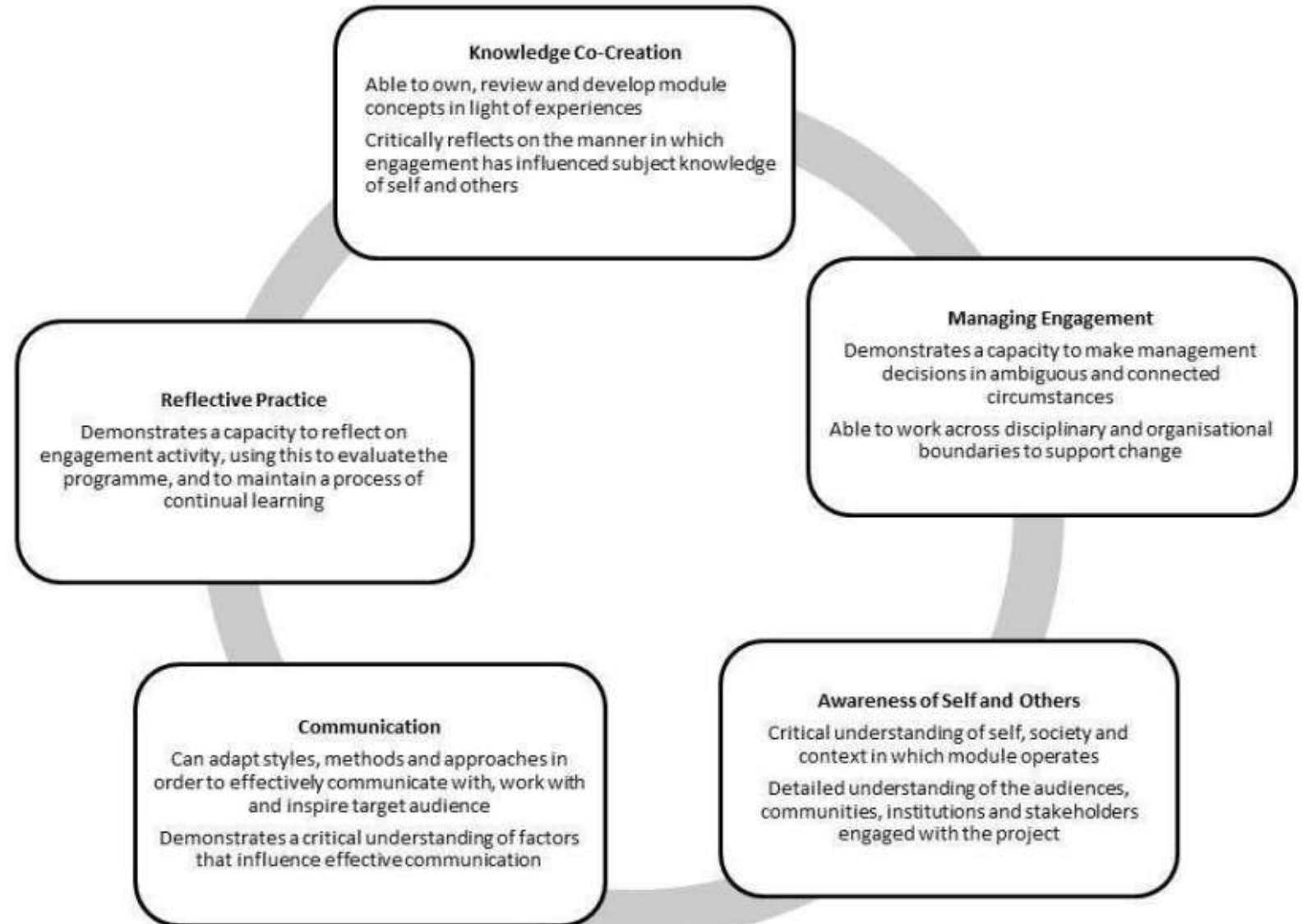
Resourcing implications

**COMMUNITY-ENGAGED LEARNING**  
**INTEGRATION INTO**  
**THE CURRICULUM**

# INTEGRATING CEL: TEACHING & LEARNING



# INTEGRATING CEL: TEACHING & LEARNING





# ACTIVITY 3: INTEGRATING CEL

## **In your group, create an outline for a CEL module**

*Consider an existing module or the development of a new module. How might you include a CEL component?*

### **Design Considerations**

- 1: **Title of module** (does this reflect the CEL component?)
- 2: **Credit weighting** in ECTs (using conventions in your institution)
- 3: **Module description**: its context, purpose and broad goals.
- 4: **Learning Outcomes**: create or amend a learning outcome to reflect the proposed community engaged experience for your students.
- 5: **Learning activities**: Outline the activities the students will engage in and the amount of time spent on the activities.



## CONTACT DETAILS

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## RELATED READING

Veale, A., Robinson, S., Masheti, N. and Tint, B. (2020). Applied improvisation and visual methodologies in priority identification with asylum seeker women in direct provision. In: Jacqui O'Riordan and Mike Fitzgibbon (Eds), *Direct Provision: Asylum, the Academy and Activism*, pp. 427-451.

Otalvaro, S.A. and Veale, A. (2020). Transformative potential of print-making as embodied experience with migrants and asylum seeker women. *Qualitative Methods in Psychology Bulletin*, 30, pp 28-39.