Community-Based Learning Workshop

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1. Name your goals & identify your questions
Some of my goals for our workshop

- Describe avenues for community engagement in teaching and learning through GU CSJ (pssst: see the back page of the handout)
- Describe the basic foundation of and process for developing a CBL-designated course at GU
- Provide examples of current university community partnerships and ideas for more
- Describe curricular and multiple-credit-bearing models
- Troubleshoot challenges & ideas
- Crowdsourse resources available for such pedagogies (worksheet)
WHAT? - SO WHAT? - NOW WHAT?
Characteristic of CBL:

- In the field
- Active & applied
- Projects designed *with* community partners to meet community-defined needs and course learning goals
- Synthesis of experience through reflection
What high-impact? Pedagogy

Association of American Colleges & Universities:

Kuh (2008)

describes educational practices with significant impact on student success based on data from the National Survey of Student Engagement.

HIPs “benefit all students, but also seem to benefit underserved students even more than their more advantaged peers....underserved students are the least likely, on average, to have access to these practices.”

<table>
<thead>
<tr>
<th>Table 1 Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-Year</strong></td>
</tr>
<tr>
<td>Learning Communities: ++++ Gains: General: ++ Gains: Personal: ++ Gains: Practical: ++</td>
</tr>
<tr>
<td>Service Learning: ++++ Gains: General: ++ Gains: Personal: ++++ Gains: Practical: ++++</td>
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<tr>
<td><strong>Senior</strong></td>
</tr>
<tr>
<td>Study Abroad: ++ Gains: General: + Gains: Personal: + Gains: Practical: ++</td>
</tr>
<tr>
<td>Student-Faculty Research: ++++ Gains: General: ++ Gains: Personal: ++ Gains: Practical: ++</td>
</tr>
<tr>
<td>Internships: ++ Gains: General: ++ Gains: Personal: ++ Gains: Practical: ++</td>
</tr>
<tr>
<td>Service Learning: ++++ Gains: General: ++ Gains: Personal: ++++ Gains: Practical: ++++</td>
</tr>
<tr>
<td>Senior Culminating Experience: ++++ Gains: General: ++ Gains: Personal: ++ Gains: Practical: ++</td>
</tr>
</tbody>
</table>
What high-impact?

Pedagogy

Within the field itself, **20+ years of research** on student learning outcomes in:

- Civic engagement
- Critical thought
- Understanding of social justice
- Identity development
- Intercultural sensitivity
- Social skills and openness to difference
- Personal awareness / reflective skill
- Applied disciplinary knowledge (see Diana Kolar)
What high-impact?:

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Missional Commitments

Georgetown is a Catholic and Jesuit, student-centered research university.

Established in 1789 in the spirit of the new republic, the university was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical and spiritual understanding. We embody this principle in the diversity of our students, faculty and staff, our commitment to justice and the common good, our intellectual openness and our international character.

An academic community dedicated to creating and communicating knowledge, Georgetown provides excellent undergraduate, graduate and professional education in the Jesuit tradition for the glory of God and the well-being of humankind.

Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life and to live generously in service to others.
What high-impact?

Community Relationships

Sometimes, CBL has immediate, measurable, positive impact for a CBO partner.

More often, CBL creates a resource strain for the CBO without an immediate positive outcome. The goals of the partnership can be effectively undermined by the service.

More than experiential learning

- A convergence of pedagogies for learning *through* experience and *for* the present and future: peace pedagogy (Reardon); futures education (Boulding); critical pedagogy (Freire); (global) citizenship education (Nussbaum, Kiely, Hartman); feminist pedagogy, Ignatian pedagogy (Boryczka): education *about how* to be a human facing violence, AI, increasing wealth gaps and identity conflicts, and education accessible and liberatory *for* everyone.
- Requires of teacher/researchers to be *engaged* in their scholarship (Boyer, Saltmarsh, Zlotkowsi): how research process and findings are made relevant and useful to those the findings relate to or represent
- Promotes epistemic justice (Fricker) and institutional place-based commitments (Kimball and Thomas) to communities. See: [Carnegie CE Classification](#)
At Georgetown, CBL is importantly rooted the values of Catholic Social Teaching:

- Human Dignity
- Community & Participation
- Option for the Poor & Vulnerable
- Dignity of Work & Rights of Workers
- Solidarity: Subsidiarity, Unity + Peace
- Care for God’s Creation
So What?

CBL *should* therefore be structured to recognize, compensate, and honor the dignity, work, and aspirations of our *partner* communities and community organizations. It should be nested in institutional and disciplinary ethics and relationships.

CBL need *not*: lack reflection, especially on experience, emotion, and identity; necessarily be off-campus; be about “charity”, “donations”, “service for others”, “a learning experience about a disparity I’ve never seen before,” “light,” “easy,” “decontextualized”, “tourism”, “pre-professional”, “100% student-driven”, “100% faculty managed”.

CSJ can help guide you through these waters!
CBL at GU: Modalities

Center for Social Justice Research, Teaching, and Service integrates and supports the promotion of justice and the common good.

1. CBL as a full-credit course, fall, spring, summer
2. UNXD 130: CBL - Social Action a 1-credit course offered through the CSJ to add 30 hours of community engagement to a current course through reflection
3. CBL in summer or across semesters through multiple credit modules
Process for CBL Designation (1 + 3)

https://csj.georgetown.edu/cbl/faculty
#2: Ideas & Challenges

Return to your first idea.

Complete a 3 min sketch: in the T-frame provided (or on the next sheet), list all the ideas you have about CBL in the left column. In the right column, list all the challenges you can identify.

Your table team (~ 6 people) will circle-share and identify common themes and challenges.

Each table team will present one common idea theme and one common challenge theme.
Common Ideas & Challenges
#4: Map Your Resources
Now What?

Email Amanda: Amanda.Munroe@georgetown.edu

CBL Advisory Board:
COLL: Sabrina Wesley-Nero
NHS: Laura Anderko
SFS: Lahra Smith
MSB: Bob Bies
MED: Donna Cameron
LAW: Patrick Griffith /Experiential Ed
SCS: Let’s talk!

THANK YOU!