COMMUNITY ENGAGED LEARNING

The Power of Bringing the Community into your classroom as Co- Educators

Student Hubs is a registered charity in England and Wales, number 1122328

Strategic Partners:

THE DULVERTON T

The Henry Smith Charity founded in 1628

pears foundation

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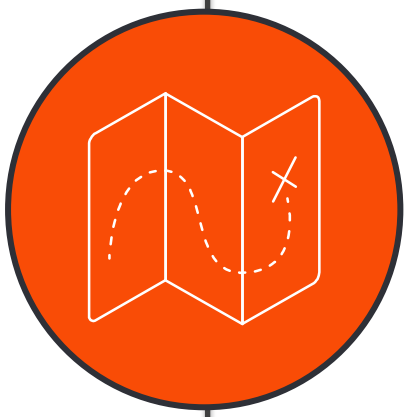
Today

1. About Student Hubs
2. What is Community Engaged Learning
3. What is the impact?
4. In Practice: Case studies
5. Discussion & questions

About Student Hubs



Founded in Oxford in 2007

Directly support 2500+ student per year to engaged in social action

Double-benefit model

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Our Expertise

12-year track record in working with UK universities

Worked with different functions across institutions.

Staff team are specialists in youth social action that embraces a ‘double benefit’ model

Our Track Record

Since 2007 we have:

30,000+ students

Directly engaged in volunteering and social action activities

550+ community groups

Partnered with to co-create social action opportunities

330 new student innovations

Provided incubation support for

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Therese Reinheimer-Jones
Previous Head of Careers & Employability, Kingston University

"Student Hubs has plugged into what lies beneath our diverse student body and that is the desire to find out more about how they can make a difference and a passion to make change in their University, local community and essentially their own lives and future beyond Kingston."

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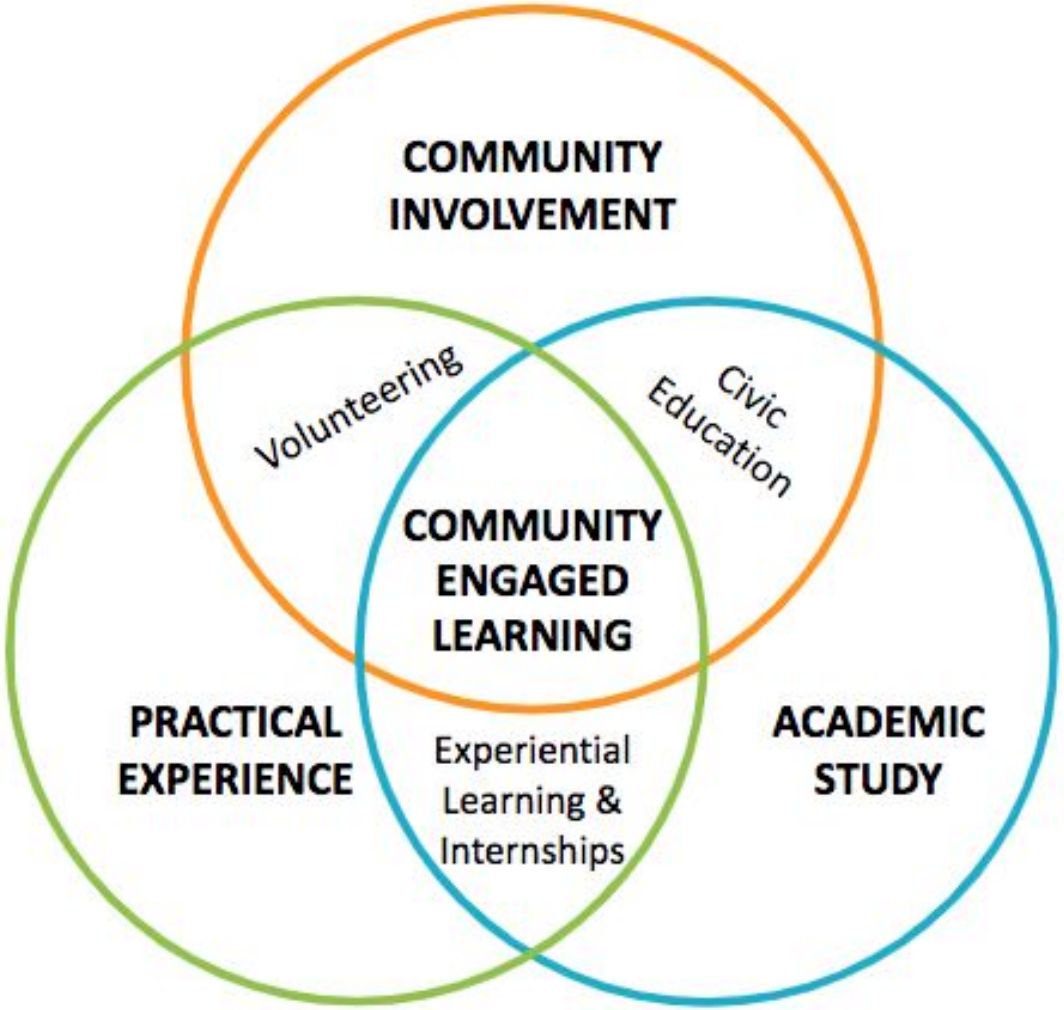
What Community Engaged Learning?



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Key Components

- Course Content
- Meaningful Live Community Project
- Critical Reflection

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Key Components

- Opportunity to bring diverse range of educators into the classroom
- Civic aspect of project leads to better and deeper student engagement
- Critical reflection helps students understand skills they are developing

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The Theory

- Helps students shift from knowledge receivers to idea generators, leading to greater academic success and attainment (Gallini and Moely, 2003).

- Engagement results in learning higher-order skills such as; critical thinking, problem solving and communication skills (Cress, 2004).

- Supports development of emotional intelligence and resilience (Bernacki and Jaeger, 2008).

- Exponentially increases levels of student learning, retention and attainment for Students from non-white backgrounds (Rendon, 2009).

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High Impact Practice

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ $p<0.001$, ++ $p<0.001$ & Unstd B > 0.10, +++ $p<0.001$ & Unstd B > 0.30

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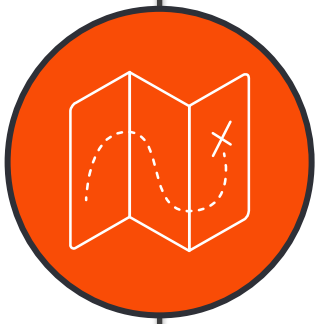

Impact on Students

- Learning Outcomes
- Personal Outcomes
- Social Outcomes
- Career Development
- Relationship with Institution

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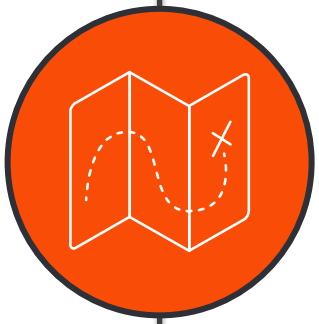

Impact on Staff

- Increased satisfaction with quality of student learning
- Increased commitment to research
- More lively class discussions and increased student participation
- Increased student retention of course material
- Increased student awareness of community and "real world" issues
- Increase in innovative approaches to classroom instruction
- Increased opportunities for research and publication
- Increase in faculty awareness of community issues

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Preparation process

- Discussing Learning and Graduate-Level Skills Outcomes
- Identifying live project
- Identifying additional student training needs
- Reviewing & adjusting assessment

Team

- Academic
- Community Partners
- Kingston Hub

Case Study

Second Year
Creative & Cultural Industries
Kingston University

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Objectives

Course aims to: produce graduates that are equipped to survive and thrive in the challenging and dynamic world of the creative industries

Module aims to: provides students with an opportunity to apply their developing understanding of creative problem solving to real-world examples of problem conceptualisation, research and solution design.

Live Project

Two project briefs identified to:

- Simulate real life experience working on multiple briefs
- Prepare them for different types of work

Collaborative brief:
Good Boost

Independent brief:
The Normal Cyclist

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Additional Training/Support

- Ran introductory seminar for students, introducing them to staff from the partner.

- Identified seminar space to work on project tasks including:
  - Client research
  - Brand auditing.

Assessment

TW11:
Client Pitch Presentation to panel: 15 mins
Q&A + Feedback: 15 mins

TW13 (Final Submission):

Reflective Blog

2,000 word Design Report

The Student Experience

"During second year, we had a module called Live Case Study. This was focused on working on two live briefs, which meant being exposed to two very different clients. I found this a valuable experience, especially as we are approaching the end of our course and about to enter the working environment ..."

The Student Experience

"Working with real clients makes the whole project more interesting and serious. Knowing that you can use this on your CV is another motivating aspect. Getting this type of responsibility as university students really gives us the chance to show how professional and dedicated we can be. I am truly grateful that we get to work and engage with real life clients and briefs. I feel like it prepares us for working the creative industry more than a fictional brief does ..."

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The Student Experience

"... working on briefs like this helps me realise all the work methods, problem solving methods and ways of thinking we have learned throughout the module. And how important these methods are."

Case Study

Across 3 years
Geography
Kingston University

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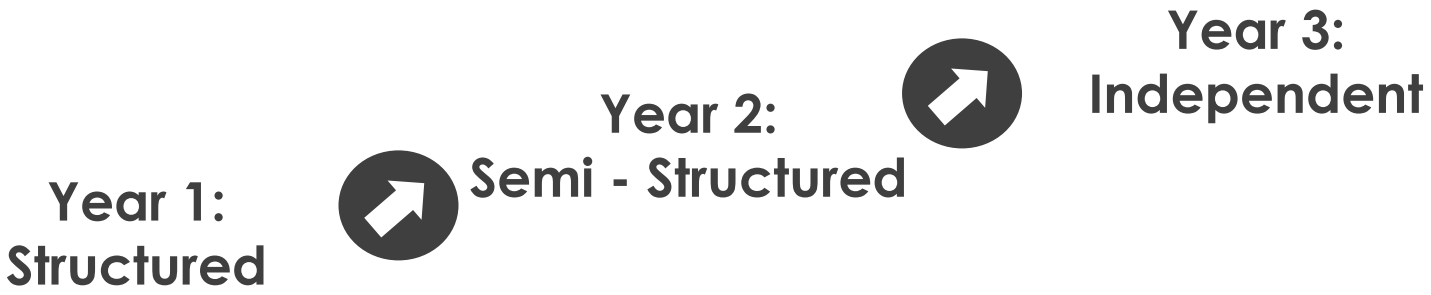
Course-wide approach

- Work with course team to identify graduate outcomes for the course
- Identified appropriate modules in each year
- Aim to progressively expose students to different types of work



Year 1

Task: In a theoretical 1st year module, students create their own lesson plans and deliver a short workshop to A-Level Geography students in term 2 based on concepts learned in term 1.

Skills: Students are able to synthesise in-class learning and applying this in different environments. Students also gain communication and leadership skills by running workshops.

Extra training/support: Kingston Hub delivers feedback sessions informed by their school's work. Partnering with Kingston University's Education Liaison team, A-Level students are brought on campus.

Year 2

Task: In Year 2 Students put into practice their learning on Human Geography and work with local not for profits to pitch a community event or activity for funding available.

Skills: Students develop graduate level skills such as working with external clients, communication and pitching, and other skills needed to positively contribute to and work in a global and diverse world.

Support from Kingston Hub: Kingston Hub delivers training in seminars on pitching and ideation. In addition, Kingston Hub recruits and manages the not for profit contact, working with them to shape a brief specific to the module's learning outcomes.

Year 3

Task: Building on the confidence and understanding built in the previous levels, students reach out independently to relevant organisations to conduct a piece of investigative journalism in.

Skills: Students develop and perfect their written and verbal professional communication skills in an unstructured environment. They are able to synthesise their knowledge to create new pieces and work with a range of external partners to conduct meaningful independent research.

Support from Kingston Hub: Kingston Hub use their contacts to create a pool of relevant organisations students may wish to reach out to and deliver professional communications training.

The Academic Experience

"The initiatives have been really great for the students. They have introduced real world learning into their programme and have enabled us to deliver a more diverse and authentic learning experience. They have also given us the opportunity to bring new faces (as in people from the community/industry) into the classroom thus giving the students a better experience and a better awareness of their employability skills. They have also benefited from the fact that their efforts are contributing to wider communities. Students said in their feedback that contributing to the community made their activities meaningful."

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The Academic Experience

"...working with the Kingston Hub team on the three geography modules has lightened the teaching load, as some sessions are delivered by Kingston Hub and/or community partners. Sometimes, developing new initiatives and collaborating with partners can be more trouble than it's worth, in this instance the opposite is the case. From my perspective, it has been win win win all around - win for the students, win for the community partners and win for the teaching staff."

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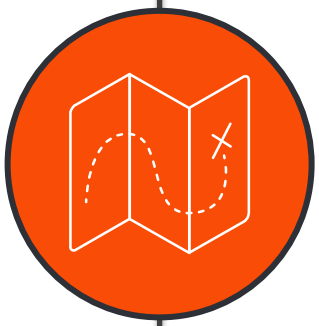

Looking forward: Interdisciplinary Partnership

- Combining Human Geography and Design Thinking
- CCI and Geography gather evaluations from the community about 3 community routes
- Design a bespoke community-led narrative and design for each.

Thanks for listening

Any questions?

Interested in partnering with Student Hubs?

Contact fatima@studenthubs.org

Website www.studenthubs.org