



DIMENSIONS OF COMMUNITY-ENGAGED LEARNING

Community-engaged courses should address the following dimensions:

Purpose

- Develop students' knowledge and concern about communities and environments most affected by injustice, and prepare them to lead lives committed to equity and social justice.
- Contribute to the common good by building the capacity of individuals and organizations to address community-identified priorities and desires.

Relationships

- Foster reciprocal and authentic *relationships* that honor community partners as co-educators.
- Reflect shared leadership and solidarity with community over mere transactional relationships.
- Integrate sustained community relationships, ongoing communication, shared expectations, and plans for addressing interpersonal and institutional challenges.

Process

- Draw upon student and community voices to shape the course's learning and engagement activities.
- Integrate guided critical reflection before, during and after engagement to help students make meaning of intersections between academic knowledge, civic engagement, and understanding of diversity, positionality, and power.
- Include formative and summative assessment of student learning and community outcomes to improve current and future community engagement.

Forms

- Frame the course in terms of known pedagogical models including service-learning, participatory and community based research, internship, field experience, or immersion.
- Demonstrate a public purpose, a vision of social justice and equity, shared interests of community members, and transformational learning experiences for students.
- Reflect a commitment to equitable community engagement in both course content and pedagogy.
- Prioritize the quality of the community experience over quantity of hours, but aim for a minimum of 20 hours of engagement.

Learning Outcomes for Community-Engaged Courses

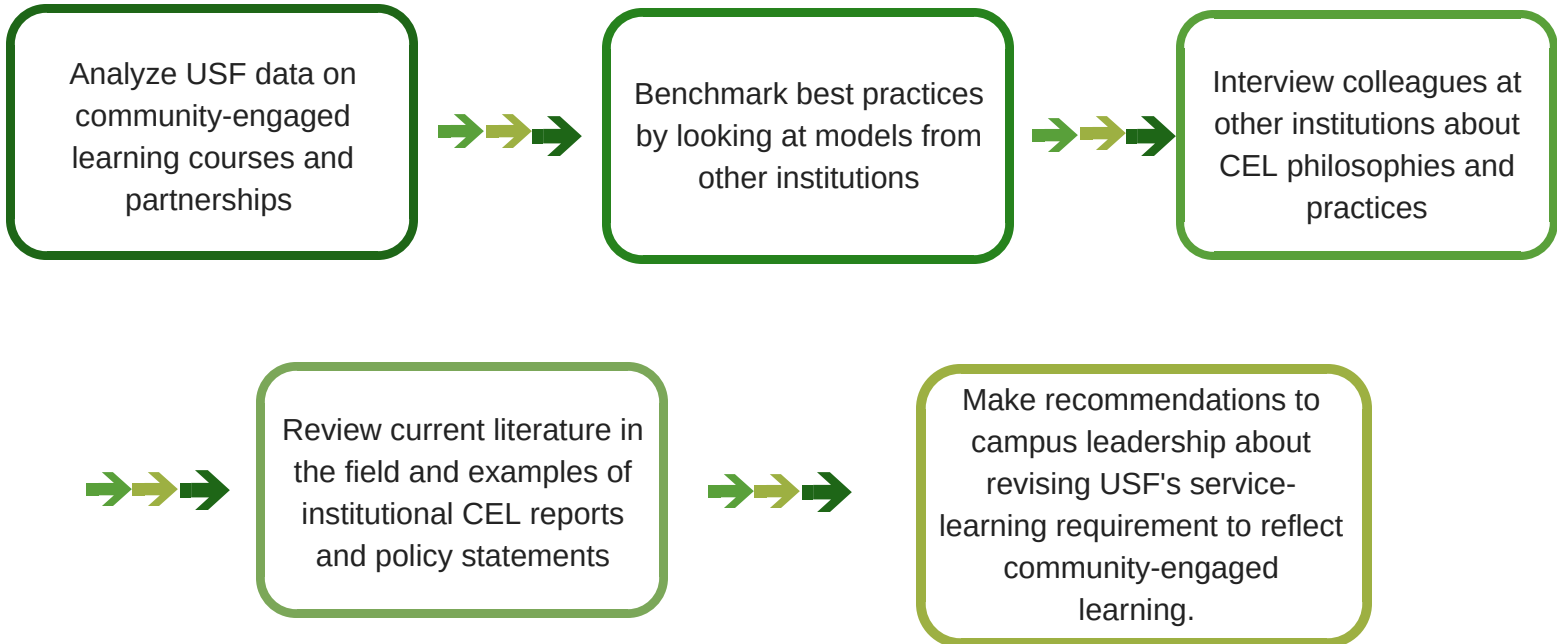
Consistent with USF's mission and vision, and the essential dimensions of community-engaged learning, the following learning outcomes should be integrated into the course:

Analyze the dynamics, strengths, and priorities of a group, community, or environment with which students engage.

Examine an environmental or social justice issue, including its root causes, impacts, intersections with other issues, and possible solutions.

Analyze one's own and others' beliefs, values, social identities, and world views and their implications for how one defines and contributes to the common good.

Task For Methodology



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