Irish Innovations in Engaged Learning

Addressing real world problems through teaching, learning and research
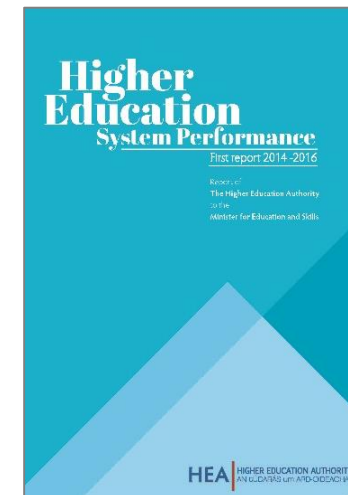
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Why are we here today??

National Objective:

To work in partnership with community organisations to scale up the number of community partners working with students/ higher education institutions to address local community 'challenges'.

➤ Context & Drivers for Change

Responsible Research and Innovation: UCC/DIT/DCU

Metrics and Evaluation of Higher Education Societal Impact

2014 Launched Campus Engage *Charter* & Indicative Actions for an Engaged HEIs

* In 2017 the Steering Committee signed off on a set metrics for higher education engagement across teaching, research, public engagement, and volunteering . These are now part of the Higher Education Authority Framework Compact KPIs.

Irish University Engagement Infrastructure
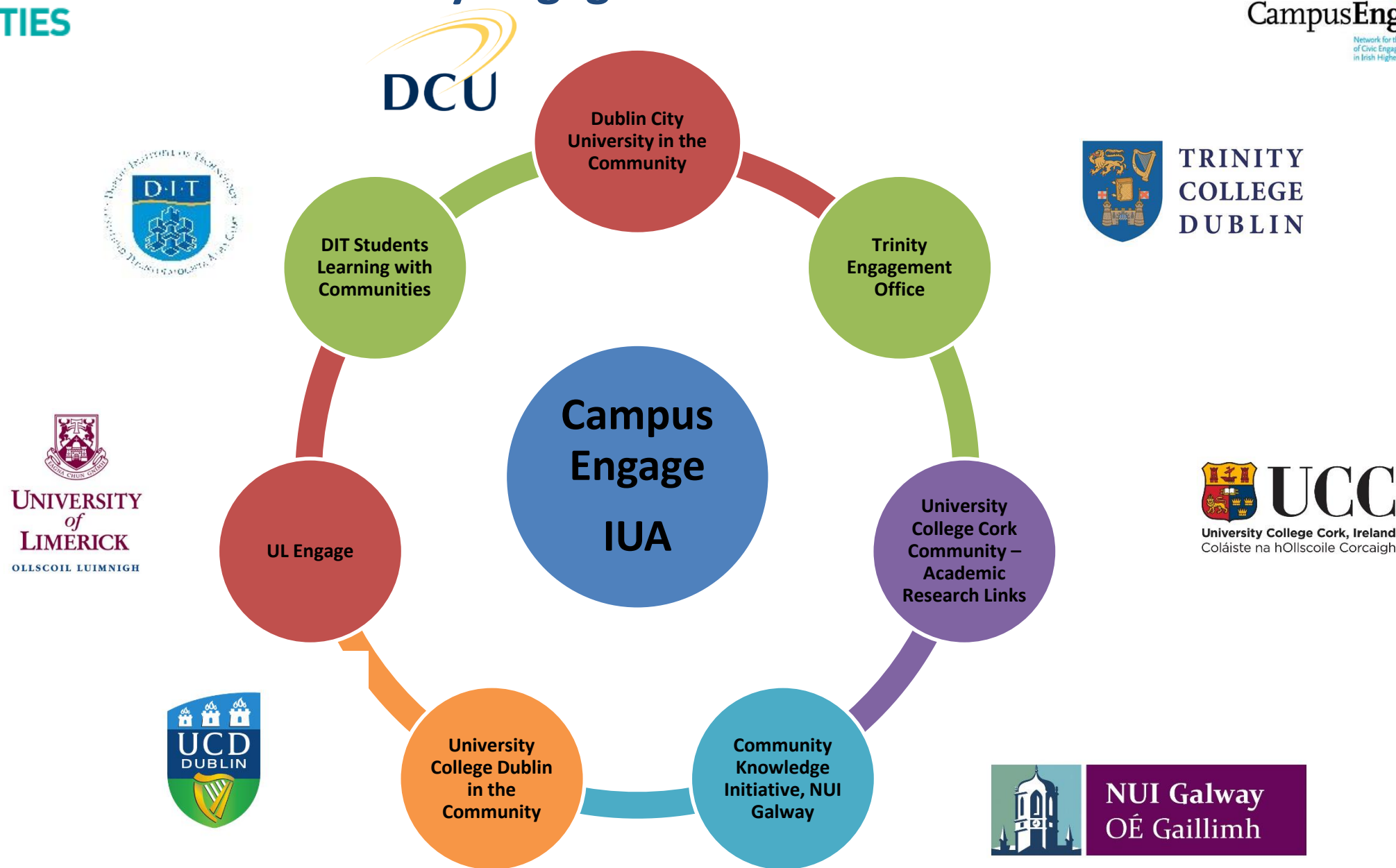
Expected impacts: Human capacity, practice change, policy change, social change.

Build 21st century global graduate attributes and transferable *'work ready skills',* as set out in Ireland's *National Skills Strategy 2025.*

Educators – accredit students for solving real world problems.
- Walk away with a plan and tools to implement community-based learning and research into your curriculum.
- This workshop is delivered by national and internationally recognised experts in the field.

14 March, 2016, 10:00-13:00
ALE Room H2.40, O'Brien Centre for Science – Hub, UCD
(Lunch will be provided)

Click here to register

Capacity building training delivered: 2014- 2016
- 9 Workshops
- 450+ HEI educators, 23 HEIs, all disciplines.
- 10 International Conferences

Kickstart workshops delivered:
- Cork, 16 Dec, 2014
- Galway, 26 Jan, 2015
- Dublin, 16 March, 2015
- Dublin, 26 March, 2015
- Maynooth, 25 May, 2015
- Dublin, UCD March, 2016
- Limerick, UL, 20016
- Cork, UCC, 2016
- Dublin, Trinity, 2016.

Community-based Learning (CBL): *The Campus Engage Participate Programme*

Information and training service offer: training workshop for educational staff to incorporate CBL into their curriculum:

- Introductory 'how to' guidelines to community based learning through the curriculum;

- Case studies;

- Implementation plans;

- Learning outcome & assessment techniques;

- Sample university- civil society organisation learning agreements;

- Evaluation techniques.

CampusEngage
Network for the Promotion
of Civic Engagement
in Irish Higher Education

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Bernie Quillinan

UL Engage, University of Limerick

Pathways to partnership

❖**Introductory session**

– **Awareness** (Role, terminology, what we are doing)

– **Culture** (Respect for knowledge assets of both the University as well as CSOs)

– **Potential** (Possibilities / mutual benefits in collaboration)

– **Support** (workshop series)

UL ENGAGEMENT DIRECTORY / UL ENGAGE PARTNER SEARCH

The UL Engage directory provides a data base for:

· Communities looking to partner with UL

· UL staff looking to work with communities

Pathways to partnership

❖ **Workshop Series (3)**
- Partnership model
- Clear Roles and Responsibilities (decision – making, governance)

> "They (academics) weren't aloof and full of their own importance and expertise who came as "experts" to "fix" us. In this experience, they had respect and listened. They (academics) allowed time at the beginning for the group to get together and share about themselves and their strengths and listen to what we could offer. I think that research can be in a bubble, and life isn't, you know. They did not come to "pimp our pain"
>
> **(Community partner, 2016)**

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ULENGAGE
Share | Enable | Grow

Community Research Project Proposal

Contact Name	
Contact Details: (Phone, e-mail)	
Location of Project/Activity	
Project Proposal (Please provide one sentence which captures what you would like to do)	
Brief Description of Overall Project/Activity (Please provide a short summary outlining a) why you are doing this project, b) what stage it is at, c) Who else are you working with?, d) What have you achieved so far? e) Is your project funded, if so, by whom and for how long? f) What is the overall timeframe for the full project?	
Describe what you w... achieve (Focus on a breakdown ... that you want achieved...	
How do you t... University ca...	
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DAT...	

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Reflection in Community Engaged Learning

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Facilitating Community Engaged Learning

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Building Capacity with Community Partners to Support Student Engaged Learning and Research
TRAINING WORKSHOP SERIES

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SUPPORTING STUDENTS GRADUATE ATTRIBUTE DEVELOPMENT
A Guide for UL Practicum Community Co-ordinators and Learning Facilitators

UL PRACTICUM SPRING 2017

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Promoting University Community Collaboration

BERNIE QUILLINAN
Civic Engagement Champion/Senior Lecturer
Module Leader/International Students

CERTIFICATE OF ENGAGEMENT

UL Engage recognises the role undertaken by

COLETTE QUINLIVAN
NATIONAL COUNCIL OF THE BLIND OF IRELAND

for their input as Community Co-ordinators
on the International UL Practicum Module Spring 2017

Bernie Quillinan
Civic Engagement Champion

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your
input
counts

Community Evaluation and Contributions

Celebrate successes !

You are in: > LIMERICKLEADER > NEWS

Island in bloom as barren Limerick field grows into allotment

by **Nick Rabbitts** 17 Apr 2018
Email: nick@limerickleader.ie

share ⚬ 0 comments

Ruth McMenamin

National University of Ireland, Galway

NUI Galway
OÉ Gaillimh

The Community Knowledge Initiative (cki) fosters community university partnerships that aim to promote the principles and practices of civic engagement and democracy.

cki community knowledge initiative

service learning is a teaching tool connecting community and classroom.

epic facilitates community engaged research and knowledge exchange.

youth academy supports high ability primary school children's academic development.

partnership collaborations and networks

alive enables student volunteering in community.

Learning, Teaching & Assessment
Example: Speech & Language Therapy at NUI, Galway
Example of Innovation and Integration

Research led Teaching

Service Learning

Co-Learning

Partnership and Collaboration

Conversation Partner Programme

3rd Year SLTs in training

PCCC HSE West SLTs

People with Aphasia

University co-ordinator

Example: Speech and Language Therapy at NUI, Galway

- *Currently, SL opportunities are offered to 2000 students in 40 degree programmes by 200 academics and community partners.*

- **Service Learning Conversation Partner Programme – Aphasia real life issue**
  - Training delivered collaboratively by academic staff and aphasia trainers.
  - Different knowledge(s) valued equally; Knowledge and Learning co-created; Participatory spaces

Think about, talk about and reflect on:

- Internal Value Systems; Power Dynamics; Reciprocity; Partnership; Civic engagement

- Invest in building and maintaining relationships

Research methodology aligned with core aims of service learning

- Multiperspectival Evaluation using Participatory Learning and Action Research
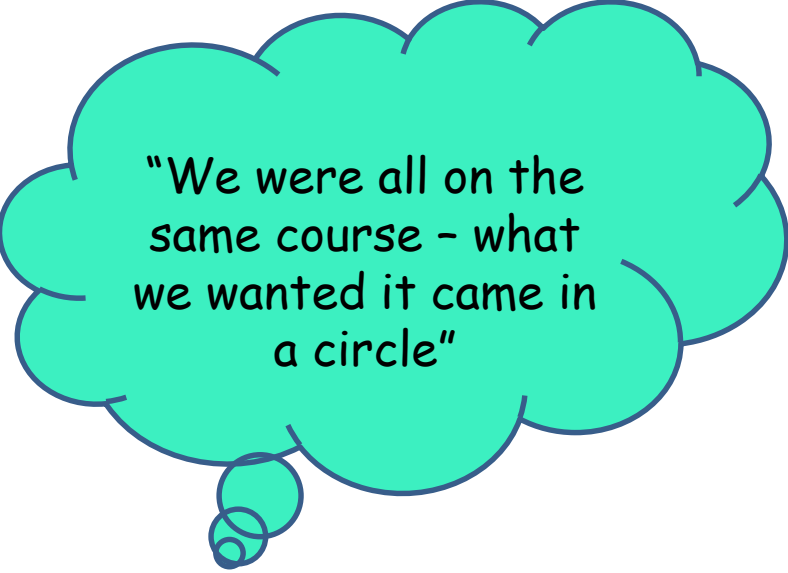
Words used to describe service learning

EQUALITY TEAMWORK RECIPROCITY COLLABORATIVE
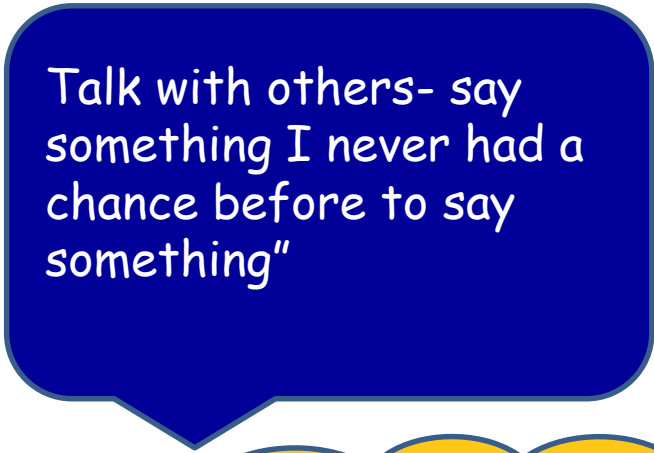WONDERFUL EXPERIENCE REFLECTION COMMUNITY

LEARNING THROUGH EXPERIENCE DYNAMIC RELATIONSHIP
PARTNERSHIP RESPECT

TRUST REAL WORLD LEARNING ENJOYMENT PARTICIPATION
ENGAGEMENT LIFE EXPERIENCE

INSIGHT DISCUSSION CAMARADERIE FUN DEMOCRATIC REAL
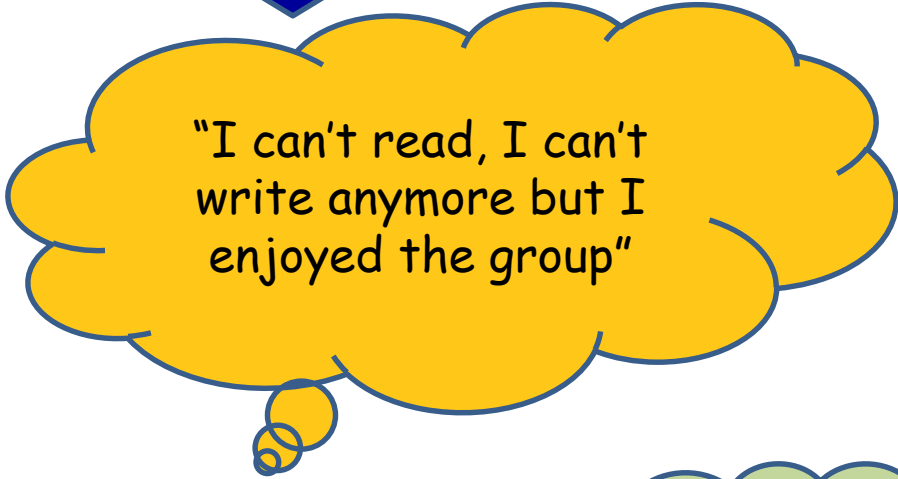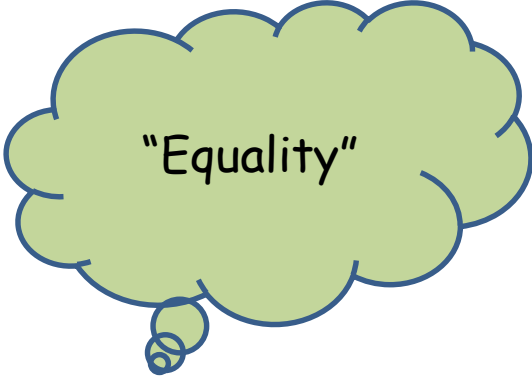
"In dreams begin responsibility"
W.B. Yeats

THANK YOU

Dr. Ruth Mc Menamin,
1st May 2018, NUI, Galway

Claire McDonnell

Dublin Institute of Technology

DIT Students Learning With Comm

Dr. Catherine Bates
Project Coordinator

Dr. Sinead McCann
Project Officer

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Existing Process for Building Partnerships with Community Partners for CBL & CBR

http://www.dit.ie/ace/studentslearningwithcommunities/imacommunitypartnerwheredoistart/

What we (SLWC in DIT) can do for you

- **Meet you** to discuss your **project idea**, and to discuss your strengths and needs.
- Help you **clarify questions** that you might like our **students to address** through their coursework or research projects. (undergraduate and postgraduate) and advertise your ideas/topics on our [current research ideas from community partners](#) page.
- Work to **find** an appropriate **DIT lecturer** in your area of interest, **to partner** with you on the project.
- **Circulate your project idea(s)** regularly to lecturers in the relevant discipline areas.
- **Circulate projects** that lecturers have suggested that **may be of interest to you**.
- Provide **useful resources** on our website.
- **Promote** your project(s) **on our website** and provide a link to your organisation.
- Add you to our **mailing list** for appropriate **networking, funding & conference opportunities**.
- If you would like to [contact us](#) directly we will arrange a meeting. Provided we find a suitable lecturer in DIT for you to collaborate with, the next step will be for us to arrange for you to meet the lecturer, to develop your idea into a specific project which meets the students' learning needs, and the needs of your community.

How does Students Learning With Communities generally operate?

- At the start of the semester in which the project will run (or earlier if possible) you will either have made **contact with a relevant lecturer**, or they will have made contact with you (with help from staff from DIT Students Learning With Communities if necessary). **Together you will aim to define a project to meet the course requirements and the requirements of your community.**

- **Once a final project plan / agreement within a specific time frame is agreed, the student team will begin the real work in accordance with the project plan.** The students will regularly reflect on their experience so the lecturer can monitor the personal and social understandings they are gaining from their work.

- At the end of the project they must produce a finished piece of work for you as agreed.

(See 'Information Sheet for Community Partners' at http://www.dit.ie/ace/studentslearningwithcommunities/imacommunitypartnerwheredoistart/resources/)

Are there downsides to Students Learning With Communities?

- You must remember that the work is being done by **students, not qualified professionals**. Any project that has serious potential consequences (e.g. projects with financial, health and safety, or legal implications) must have input from a qualified professional before the ideas are put into action.

- The scope of the projects are unavoidably limited by the **college timetable (2 thirteen week semesters running from mid-September to December and February to mid-May)**. Longer term projects can often be continued the following year.

- The projects must match the skill level of the students. However, students in the earlier years often have a huge amount of enthusiasm, and this can make up for a shortage of knowledge or skill.

- There might be some **conflicting interests – the college's aim is to maximise the student's learning, while your aim is to end up with something useful to you**. If differences do arise, hopefully we will be able to work our way through them.

(See 'Information Sheet for Community Partners' at http://www.dit.ie/ace/studentslearningwithcommunities/imacommunitypartnerwheredoistart/resources/)

Statistics in

►1,055 students

►**>100 community partners**

►52 academic staff

►48 modules

►44 programmes

►Undergrad. & postgrad.

►1 in 3 undergrad.

►programmes

Students Learning with Communities
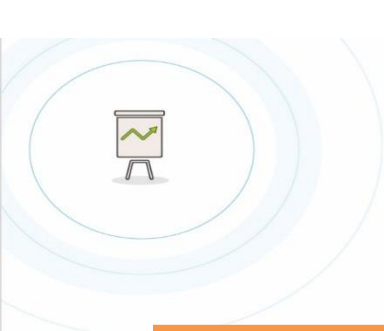
Situation Analysis

Implementation

Resources   Activities

Results

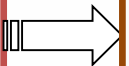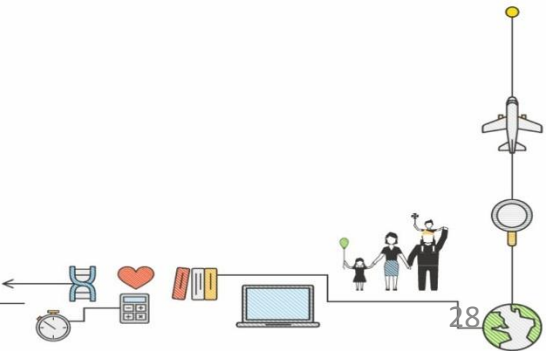Short   Medium   Long term

Inputs: resources → **Activities** → **Outputs: deliverables** → **Outcomes: Short term results** → **Impacts: Long term results**

Situation Analysis derived from

Socio-economic factors: Policy, legislation, funding, politics, local conditions…

Research purpose: Aim, mission, vision, values

Needs analysis: Demographics and target groups; Problems…cause & effect ; Current provision of service: strengths, weaknesses, gaps…

Implementation
Resources   **Activities**

Results
Short   **Medium**   **Long term**

Inputs : resources
Staff
Leadership
Funding
Buildings
Technology
Equipment
Partners
Institutional supports
Existing Knowledge.

Activities
Work package actions:
Research lifecycle
New capacity building workshops
New Protocols, Processes & Systems, etc.

Outputs: deliverables
What we will do;
Where, when and how it will happen;
Targets for numbers to be reached;
Who we will reach;
Frequency of activities.

Outcomes are shorter terms changes
In: Knowledge and skills;
attitudes & behaviour;
Organisational development;
Change in local situation and circumstances;
Policy, practice, decision-making.

Impact long term change
(Dependant on listed expected impacts named in Work Programme)
Economic
Professional & Public Service
Social and cultural
Health & Wellbeing
Policy and product development
Environmental
New knowledge
Capacity building
Internationalisation impacts…

1. What are the incentives for your organisation to work with students and higher educations institutions on research or learning projects?

www.campusengage.ie

2. What results do you need to see locally to make it worth while?

3. What are the challenges you encounter to effective partnerships?

4. *What resources do you need to build effective partnerships?*

Next steps and actions???