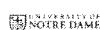


Beyond the Pub: Notre Dame's Community-Based Learning in Europe

Bill Purcell & Rosie McDowell
Center for Social Concerns
University of Notre Dame



Overview

- Notre Dame– Education in values:
 - Center for Social Concerns
- Definitions
- Why CBL in SA
- Community Based Learning in Europe
 - 3 CBL course examples
 - Perspective from partner agencies
 - Learning outcomes for students
- Challenges and promising practices
- Discussion

Notre Dame | CSC mission

- Mission of University: values based education (heart/mind)
- Center mission
- Student profile: high achieving & mission oriented
- 67% of ND students study abroad, either during a semester or summer, earning academic credit

Community-Based Learning

A type of experiential learning in which the student:

- provides some **meaningful** work (service)
- that meets a **need** or a **goal**
- that is defined by a **community**
- and where **such work flows from the course objectives**,
- is **integrated** into the course by means of **assignments** that require some form of **reflection** on the work in light of the course objectives and
- is assessed/**evaluated** accordingly.

-Kathleen Mass Weigert
(Loyola Chicago)

International Service Learning

- an academic, **curriculum-based course** or a combination of courses in which
- students learn from **direct interaction with individuals and organizations** outside of their own country as they
- participate in organized service **activities that address identified community needs**;
- engage in **regular, structured reflection activities that integrate academic content** with real-world practice and that
- ask students to explore their own **values** and reflect on their experiences to gain understanding of **global and intercultural issues**, a deeper **appreciation of the host country**, and an enhanced sense of the global dimensions of citizenship.

Bringle, Hatcher, Jones, Suttan (UIPUI)

Strengths and Outcomes of Community-Based Pedagogy

Eyler & Giles (1999):

- Deeper knowledge of subject matter
- Increased understanding of the complexity of social issues
- Enhanced appreciation of diversity
- Ability to apply knowledge gained in community-based experiences to other situations

Tonkin & Bringle (2004) & Steinberg (2002)

- Deeper understanding of host culture
- Enhanced cross-cultural experiences
- Increased language acquisition

Rationale: Why CBL in SA

- Increase in numbers of students going abroad
- Increase focus on cross cultural capabilities
- Boosts academic rigor and engagement in local communities
- Embody values / mission of universities

Student learning

Students learn better and more when there is *intentional program design*, and regular *interventions* in country and upon return with knowledgeable *guides*.

- See work of Vande Berg, Connor-Linton, Paige, Savecki, Engle & Engle, Steinberg ...

Interventions

- Interventions happen before, during and after SA
- Interventions also occur as a matter of good CBL practice (see Kolb learning cycle and pastoral ministry cycle)
 - preparation
 - experience
 - critical reflection
 - debrief/entry
- *Guides* may include staff, faculty, on-site partners, clients, staff and fellow volunteers

Intentional Program Design

- High Road Study Abroad practices (Hovey and Weinberg, 2009)
 - CBL in SA meets 3 of 4 "high road" practices
 - less traveled, less understood destination and themes
 - focus on re-entry and continued engagement
 - commitment to reciprocity
- L. Engle & J. Engle Classification (2003)
 - Program components and levels of immersion

Three examples of CBL in SA

London: Migration and theatre
 Dublin: Introduction to Ireland
 Angers: Women of the Loire Valley



London: Migration and Theatre

- 3-credit Theatre course
- Themes of representation of migration and immigration issues in contemporary theatre (both performed and written)
- Weekly involvement in local school serving migrant families to London
- Stones of family journeys written together to build dramatic representation
- Co-acted by students AND children with families at the school

Community perspective- London

- Jared (headmaster) and I spoke that afternoon as we walked to the train together. He said that one of the most wonderful effects of the performance and process is that now the school and the community will begin to realize that indeed regionalism and factionalism among the different races can be erased by creative processes.

- Prof. Anton J.



Angers, France: Women of the Loire Valley

- 3 credit, upper intermediate level French literature course
- Examines the literature pertaining to women in the region
- Students read and discuss excerpts with residents in a eldercare facility with special focus on memory issues



Community outcomes - Angers



- Elders drawn into contact with each other and their memories
- Nursing home staff and program recognized by mayor's department of elder affairs
- Finalists for national award for "Local Innovative Social" for intergenerational and intercultural model

Language-Specific Interventions

- Weekly discussion groups with elders align with language & cultural learning goals at course level:
 - Perspective on region and lived experience of others
 - Insight to cultural themes in literature from elders
 - Students practice listening, reading comprehension and speaking skills
- Weekly writing assignments for students reflect & comment on their conversations
 - Written language practice, corrected, revised, commented by faculty member

Student learning- Angers

« Nous sommes toujours entouré des jeunes, donc il faut avoir diversité en âges. ... J'ai appris beaucoup sur la culture française et sur l'histoire de femmes. J'ai appris aussi que les événements change de perspective avec chaque personne.

De plus, une histoire d'une personne est très différente d'une histoire dans un livre de l'école. Les résidentes nous ont raconté leur expérience avec la deuxième guerre mondiale. Cela m'a donné une perspective nouvelle de la guerre. Chaque jour, j'ai appris une chose nouvelle dans les conversations. »

-Michelle L.

Community Based Learning in Dublin


- "Introduction to Ireland" course
 - 3 credit, History/Sociology core course. Opt-in to CBL
 - Taught by onsite academic director
 - Regular discussion and prompted writing assignments
- Community placements
 - Refugee youth
 - At-risk youth
 - Elderly
 - Disability services
 - Creative writing center



Dublin connecting classroom to community learning


This conversation with Robert directly reminded me of the readings and lectures in which we discussed the Great Famine and the impact it had on Irish identity, especially on the knowledge and use of the Irish language. ...

I actually understood the issues of language, identity, tradition, and the role of the famine in Irish history and culture. There was a fusion of my academic and service worlds, in which my learning in the classroom provided me with understanding in the real world.
 - Jessie K.



placement with the elderly

Dublin- community perspective



"Some of our students are Iraqi and Afghani...it is interesting to note the interaction between these students and the American students. I believe that the way the American students interact with our students has done a lot to break down their perceptions of what or who Americans are."

-refugee services agency
 Dublin City Centre

Community Perspective

- Impact on Dubliners served by host agency:

"Contact with the Notre Dame students broadens the minds of the children here in [the project] by having them consider a world outside of Ballymun/Dublin and all of the different people it takes to make the world what it is. It teaches them tolerance for others and consideration for people from other places. Also, because they are third level students, they impact the children by having them think about what they might like to do when they leave school."

-Afterschool youth project Ballymun

Structural Assumptions & Concerns

- Staffing to properly *intervene* at all stages
 - Predeparture, on-site and post immersion
- Integration of CBL course into academic discipline, course credit acceptance on campus
- Resources: cost of visas, cost of relationship building, support to onsite partners
- Linguistic preparation correlated to learning goals

Key considerations

- Attention to quality practice
 - intentional design
 - reciprocity
- Overcoming student mis-expectations
- Collaboration with on-campus units
- Time necessary to build trust with on-site partners and mutually beneficial placements

Group discussion

- How does your current program design promote community learning and engagement for students in host community?
- If your program already includes volunteering, how would you adapt that to become an integrated academic part of the program instead of a co-curricular component?
- How would community-based/service learning enhance student engagement at your program?
- What course or courses might be able to integrate CBL pedagogy to fit program goals?
- Who are the local mentors/guide who can do the CBL interventions with students on site?
- What infrastructure exists or needs to be in place to support service learning/community based learning on site, on campus?

Wrap up

- Questions for large group consideration
- Insights you offer from your own programs

socialconcerns.nd.edu

McDowell.9@nd.edu
wpurcell@nd.edu



