COMMUNITY ENGAGED PEDAGOGY

March 9, 2017
Educator Exchange, Centre for Teaching & Learning, University of Toronto
Scarborough

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Overview

- HIPs & CEP
- CEP: Examples
- ‘Best’ Practices
- Institutional Connections
- Funding
- Research Opportunities
Experiential Learning as HIPs

HIPs: High Impact Learning Practices

1. 1st year seminars
2. Common intellectual experiences
3. Learning communities
4. Writing intensive courses
5. Undergraduate Research
6. Collaborative Assignments/Projects
7. Diversity/Global Learning
8. Service Learning, Community Based Learning
9. Internships
10. Capstone Courses / Projects

Source: https://www.aacu.org/leap/hips
Learning Cone

After 2 weeks we tend to remember...

10% of what we read
20% of what we hear
30% of what we see

50% of what we hear and see

70% of what we say
90% of what we both say and do

Nature of Involvement

Verbal Receiving

Visual Receiving

Receiving and Participating

Doing

Community Engaged Pedagogy: Resource Intensity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Student Time Investment</th>
<th>Faculty/Staff Resources</th>
<th>$ Resources</th>
</tr>
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<tbody>
<tr>
<td>Field Trips</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Service Learning</td>
<td>Medium - High</td>
<td>Medium-High</td>
<td>Low</td>
</tr>
<tr>
<td>Internships</td>
<td>High</td>
<td>High</td>
<td>Student Opportunity Cost</td>
</tr>
<tr>
<td>International Study Tours</td>
<td>Medium</td>
<td>Medium-High</td>
<td>High</td>
</tr>
<tr>
<td>Studio Course</td>
<td>Medium</td>
<td>Low-Medium</td>
<td>Low</td>
</tr>
</tbody>
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Field Trips

Today's Urban Studies class learned about nuances of local government w @TorontoCouncil office, followed by photo op.

Some pics from today's class at King Spadina w @401Richmond @MatthewBlackett

2:08 PM - 13 Oct 2015

Joe Cressy
SERVICE LEARNING A SUCCESS FOR URBAN STUDIES STUDENTS

March 26, 2015
By: Elaine Smith

While teaching youngsters to create papier mâché figures, Samson Okungbowa learned his own valuable lesson during a recent service learning placement at Art City in Toronto’s St. Jamestown neighbourhood: he discovered the value of experiencing neighbourhoods firsthand.

“There’s a stigma built up around St. Jamestown, but when you come to check it out, the social capital outweighs everything else,” Okungbowa said. “It’s all about breaking the stereotypes.”

Photo: Diana Tyszko.
Internships

U of T undergrads find friendship, mentorship during New York internship

Katerina Mizrokh and Melissa Vincent: best friends and research partners (photo courtesy of Katerina Mizrokh and Melissa Vincent)

It’s not often you meet your best friend on an internship.

Katerina Mizrokh and Melissa Vincent act as though they’ve known each other all of their lives – nuzzled close together, beaming uncontrollably and even finishing each other’s sentences. But the fourth-year University of Toronto urban studies students only met half a year ago.

We chatted at the Kensington Market café where they first got together, days after they returned from a five-week research project in New York City.

Their time in New York was part of a summer internship, developed by U of T’s urban studies program in partnership with the Martin Prosperity Institute (MPI) and New York

Erin Kang helps Torontonians tell their stories at Stories of Ours events (photo by Romi Levine)

They’re the new generation of Toronto city builders.

Meet the ambitious University of Toronto students and recent grads poised to become big players in shaping the city’s identity and contributing to its growth.

This is part of an ongoing series from U of T News writer Romi Levine.

For Erin Kang, city building is about empowerment.

And the University of Toronto urban studies alumna practises what she preaches.

Through Stories of Ours, her online platform...
International Study Tours

Harlem resident Neal Shoemaker, right, leads urban studies students on a walking tour of the neighborhood during their visit. (Eric Mutrie)

Securitization and Planning

By Michelle Kearns & Nathan Stewart

This spring, the University of Toronto’s Faculty of Arts and Science sent eight students to Jerusalem, Israel. With the help of the Hebrew University of Jerusalem’s Urban Clinic and Toronto’s Dr. Shauna Brail, the students toured the city’s neighbourhoods, explored placemaking and urban regeneration projects, and learned from leaders in Jerusalem’s planning community. What follows are a few insights we learned about safety and the city in one of the world’s most complex places.

The 2011 opening of Jerusalem’s first LRT line transformed how residents move around the city. Safety is paramount—the stations are clean, well-lit and typically supervised by armed police officers. Like many other services in Jerusalem, ticketing information is available in the city’s three major languages, ensuring that almost everyone knows how to organize themselves within the system.

The city has made efforts to involve all street users in redevelopment plans. Jaffa Road, near city hall, has been...
New Initiative: Studio Course

Course description: This course will provide students with an opportunity to learn about, and contribute to Toronto-area community-focused urban initiatives. Relying on a mix of scholarly and professional material, course seminars will highlight definitions and methods of community engagement, address contemporary challenges associated with engaging communities, examine case study examples highlighting community engagement in complex urban initiatives and engage students in reflective exercises. Students enrolled in the course will work in teams to apply their research, writing, critical thinking and communication skills to develop and present a product to a ‘client’ partner.

• Summer 2017
• 30 students maximum
• 4th year course
• ‘Client’ partners
• Also referred to as: Capstone, Workshop courses
• A work in progress…
In Defense of the Lecture

As universities replace the lecture with active learning pedagogy, we should remember the benefits of collective listening.
‘Best’ Practices: Reflection

- Key literature suggests significance of measuring student learning and not service

- Reflection can encourage deep learning

- Reflection: written, oral, other

- Reflective Journals:
  - Guidelines for structuring (eg: DEAL model)

Section 2: DEAL Model

The DEAL Model was developed by Ash, Clayton and Moses (2009) in an effort to help students and educators learn and reflect effectively through service learning activities. We are going to apply the DEAL model to our internship experiences in this class (which are different from service learning in that they are focused more on professional development than volunteerism - yet I believe that the model will still be valuable).

DEAL stands for D - describe, E - examine and A - articulate learning. Please see page 6 for a schematic of the model. You will use this model to develop a journal in which you record your reflections throughout your internship.
'Best’ Practices: Engagement

- Engagement: internally & externally

- Increased interaction with peers and faculty is often (though not always) an outcome of community engaged learning

- Intentionality can be embedded
  - Class time devoted to sharing experiences
  - Digital methods: websites, social media

- Flexibility & feedback relatively easy to embed in structure: can enhance engagement opportunities
‘Best’ Practices: Administration

• Communication
• Forms
• Tracking
Institutional Connections: Three Priorities

- City Building
- International Partnerships
- Transformative Education
Funding Sources

• Leverage Three Priorities:
  • Transform undergraduate education
  • International strategy
  • Leverage urban location(s)

• Funds:
  • University-Wide:
    • LEAF
    • CTSI funding
  • Campus-specific
  • Department / Program specific
  • External
# Research Trajectories

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<tr>
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<tbody>
<tr>
<td>Service + Learning + University</td>
<td>249</td>
<td>179 (72%)</td>
</tr>
<tr>
<td>Community + Engaged Learning + University</td>
<td>106</td>
<td>96 (91%)</td>
</tr>
<tr>
<td>Field + Trip + University</td>
<td>98</td>
<td>69 (70%)</td>
</tr>
<tr>
<td>Community + Integrated + Learning + University</td>
<td>79</td>
<td>64 (81%)</td>
</tr>
<tr>
<td>Internship + University</td>
<td>52</td>
<td>41 (79%)</td>
</tr>
</tbody>
</table>

*All searches done using Geobase, search limited to subject/title/abstract & journal articles only
Quantifying the Value of Service-Learning: A Comparison of Grade Achievement Between Service-Learning and Non-Service-Learning Students

Shauna Brail
University of Toronto

This study evaluates whether students who participate voluntarily in a service-learning activity achieve higher learning outcomes, measured by grades, than students who voluntarily choose not to participate in service learning. Analysis is based on a study of six introductory urban studies courses at a large North American research university over a four-year period. Findings indicate that, overall, students achieve higher grades as a result of participation in service learning, and additionally that non-urban studies major students benefit more from optional participation in service learning in terms of grade achievement.

Dewey (1938), Dale (1969) and Kolb (1984)—all significant and relatively early proponents of experiential learning—are often conflated with raising the profile of combining learning and doing in an academic context as well as highlighting the role of learning cycle in which learning by experience through feeling, watching, thinking, and doing all play a part in the promotion of learning. Kolb (1984) extended that learning should be understood as a process and not an outcome, and he defined learning as the process of change or personal development in which an individual acquires skills, knowledge, or values.
Wrapping Up:

TORONTO’S Vital Signs®
2014 Report

Regent Park residents learn to change programs to meet local needs

SIMONA CHIOSE - EDUCATION REPORTER
The Globe and Mail
Published Friday, Mar. 18, 2016 4:20PM EDT
Last updated Friday, Mar. 18, 2016 4:23PM EDT

2015 PAN AM PATH ART RELAY
Final Report

FRIENDS OF THE PAN AM PATH
THANK YOU

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