

Terms of Engagement

A Collection of Definitions/Comments from Various Sources in Higher Education

Experiential Education

'Experiential education' refers to learning activities that engage the learner directly in the phenomena being studied.

— Kendall, J. (NSIEE, 1986), *Strengthening Experiential Education within Your Institution*.

For Dewey, "learning is open-ended rather than predetermined because 'it is only through experience that any theory has vital and verifiable significance'". — J. Dewey, 1916, in You & Rud, 2010

Community-Based Learning

A type of experiential learning in which the student:

- a) provides some "meaningful" work (service)
- b) that meets a "need" or a "goal"
- c) that is defined by a "community"
- d) and where such work flows from the course objectives,
- e) 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
- f) is assessed/evaluated accordingly.

— Kathleen Maas Weigert

Regarding service learning and community-based learning: "One of the differences is often that **community-based learning** is a form of experiential learning that has no explicit service goals"

— Dwight Giles, 2002

Service-Learning

"A method under which students or participants learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of a community; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and helps foster civic responsibility; and that is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and provides structured time for the students or participants to reflect on the service experience."

— The Community Service Act of 1990

A course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that addresses identified community needs, and (b) reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

— R. Bringle & J. Hatcher, 2009, p.38

At CSU Monterey Bay, we have attempted to make one very clear distinction about “service” learning. If you are doing “service” learning, then you must be critically learning something about “service”. Not just assuming that one’s community-based project is teaching something about “service.” But by explicitly insuring that as faculty we provide the curricular material needed to help students learn about service, and about the root causes of the issues they are interacting with—issues of power, privilege, and systemic oppression.

— Seth Pollack, 2002

Kahne and Westheimer (1996) believe that experiential education proponents should make a clear distinction between charity and service learning. In their opinion, faculty will be able to help students truly understand the economic, social, ethnic, cultural, and gender-based factors that contribute to social problems only by doing a systematic analysis of the social problems they are examining or dealing with in their courses. By achieving a new and more sophisticated level of comprehension, students would then be able to see themselves (and community members) as agents for social change.

— Raul Reis, http://www.calstate.edu/itl/exchanges/print/print_1037.html

Academic Service-Learning

Integrates: a) relevant/meaningful service within the community, b) enhanced academic learning, and c) purposeful civic learning

— Michigan Journal Community Service Learning, 2001

International Service Learning

International service-learning is a **course-based, credit bearing educational experience in another country OR a structured academic experience in another country** in which students:

- a. participate in an organized service activity that addresses identified community needs;
- b. learn from direct interaction and cross-cultural dialogue with others; and
- c. reflect on the experience in such a way as to gain further understanding of course content, a deeper understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally.

—R Bringle & J. Hatcher, 2010, p. 19

Transformational Education

Transformative Learning “is the process of ‘perspective transformation’, with three dimensions: psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioral (changes in lifestyle).” — M. Carolyn Clark

Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and permanently alters our way of being in the world. — see E. O’Sullivan, 2002

Transformative service-learning includes the following components:

- start at the personal level and intentionally build toward change in one’s community, institution or the greater society
- reflect an emphasis on understanding structural inequities as a core outcome of the experience
- reflect an understanding of the complexity of social justice in the pursuit of change
- have as its vision social change through civic action.

— Midwest Consortium for Service-Learning in Higher Education

Community-Based Research

Community-based research is a partnership of students, faculty and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change. — Strand et al., 2003

Community based research is research that strives to be:

Community situated—begins with a research topic of practical relevance to the community (as opposed to individual scholars) and is carried out in community settings.

Collaborative—community members and researchers equitably share control of the research agenda through active and reciprocal involvement in the research design, implementation and dissemination.

Action-oriented —the process and results are useful to community members in making positive social change and to promote social equity.

—Center for Community-Based Research

Community-Based Research (CBR) is a collaborative and mutually beneficial enterprise between academic researchers (professors and students) and community partners that has as its goal the achievement of social justice through research and actions that are of benefit to the organization/community and generate and disseminate knowledge.

— Saint Mary’s College of California

<http://www.stmarys-ca.edu/academics/cilsa/faculty/community-based-research.html#CBRCourseDes>

Community Engagement

Community Engagement “describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

— Carnegie Foundation for the Advancement of Teaching

Community engagement is the process through which ACU National brings the capabilities of its staff and students to work collaboratively with community groups and organisations to achieve mutually agreed goals that build capacity, improve wellbeing, and produce just and sustainable outcomes in the interests of people, communities, and the University.

— Australian Catholic University

Using the term at Notre Dame (on websites)

- International Studies
- The Gigot Center
- Kellogg Institute/Ford Family
- DPAC
- OPAC
- CSC (Course Development Grant descriptions)

Civic Engagement

Civic Engagement “means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

“A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.”

— Thomas Ehrlich, *Civic Responsibility and Higher Education*, 2000

At Duke, we define **civic engagement** broadly as being sensitive to the world’s problems, gaining an understanding of them, and working to address them through collaboration and commitment.

— <http://civic.duke.edu/>

“Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission. The definition of civic engagement indicates that this work encompasses teaching, research, and service (including patient and client services) not only **in** but also **with** the community. Civic engagement includes university work in all sectors of society: nonprofit, government, and business.”

- CommunityEngagement:Teaching,research,service **in** the community (defined by location)
- Civic Engagement: Teaching, research, and service **in and with** the community (defined by location and process - i.e., democratic, participatory)

— IUPUI Task Force on Civic Engagement

The Term **Civic Engagement** is used by:

- TRUCEN
- AAC&U
- CIRCLE
- The CSC @ ND: *The Guide to Civic Engagement*

Engaged Scholarship

*“... the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the **scholarship of engagement.**”* – Ernest Boyer, 1996, p. 11

Engaged scholarship, as distinct from faculty volunteering or public service, includes each of the following: a) involves the community, b) benefits the community, c) involves the faculty member’s expertise, and d) advances the faculty member’s scholarship

— Jeff Howard (2008)

“Scholarly Engagement is the creation, integration, application and transmission of knowledge for the benefit of external audiences and the University and occurs in all areas of the University Mission: research, teaching and service. The quality and value of Scholarly Engagement is determined by academic peers and community partners”

— UMASS-Amherst the Faculty Senate Outreach Council, 2006