



INDIANA CAMPUS COMPACT | CUSTOMIZED TRAINING

Example Customized Training Pairings

SINGLE DAY TRAININGS

Example 1 | 1 Day Academy, 9:00 AM – 3:30 PM

- **Key Concepts of Community Engagement and Service-Learning Curriculum Development**

This workshop will introduce participants to service-learning and community engagement with a brief overview and history of the field and best practices of course construction. Participants will be engaged in conversation and hands-on activities to develop learning outcomes that can be directly connected to their community-based projects. Tips for including reflection and assessment techniques will also be shared. Participants are encouraged to bring their course syllabus and/or any community-based project assignment document to the workshop.

- ***Creating Community-Campus Partnership***

When designing a curricular service-learning experience, it is important to ensure that everyone involved—university faculty and staff, community members, and students—are prepared and a part of the co-educational process. This workshop will explore how to develop a mutually beneficial relationship with your community partner and whether the experience is a transactional or transformation learning experiences for those involved. This workshop will help attendees discover the right path for engagement in and with the community, and what it looks like to have a co-educational process with community partners.

- ***Creating Community-Campus Partnerships: A Networking Event***

If you are looking to connect with local community organizations, this is the session for you! This high-energy session will allow you the opportunity to network with a variety of local community organizations who are interested in partnering with UIndy faculty and students. Come prepared to share information about your course goals and how you envision creating a lasting, reciprocal partnership focused on common goals.

- ***Project Development Consultations***

This session will allow participants time to further develop their community-based project / service-learning course. Use this time to continue your conversation with the participating community partner representatives, or collaborate with colleagues to develop an interdisciplinary service-learning course. Academy facilitators will be on hand to answer questions and offer further guidance on various topics.

Example 2 | 1/2 Day, 11:00 AM – 5:00 PM

(luncheon with stakeholder included) independent workshops for various audiences; beginner level workshops

- **Service-Learning Curriculum Development (75 mins)**

This workshop is designed for faculty new to service-learning and will cover basic definitions and course construction. The session explores the development of service-learning course objectives, co-constructing projects with community partners, preparing students for their service-learning experience, and tips for including reflection and assessment into your project. For those participants who are either currently teaching a course or considering incorporating service-learning into a particular course, it may be helpful to bring the syllabus to reference during the session. Information on Indiana Campus Compact and various professional development and funding opportunities will also be shared.

- **Creating Community-Campus Partnerships (75 mins.)**

Whether you are designing a curricular service-learning or a co-curricular community engagement experience, it is important to ensure that everyone involved—university faculty and staff, community members, and students—are prepared and a part of the co-educational process. This workshop will explore how to develop a mutually beneficial relationship with your community partner and whether the experience is a transactional or transformation learning experiences for those involved. Participants will then discuss the importance of preparing students for work with and in the community, and how adequate preparation is an essential aspect of high-quality community-based learning experiences. For those participants who are either currently teaching a course or considering incorporating service-learning into a particular course, it may be helpful to bring the syllabus to reference during the session. Information on Indiana Campus Compact and various professional development and funding opportunities will also be shared.

- **Individual Consultations with Faculty** (15 minute sessions; 6 sessions available)

Example 3 | 1/2 Day Workshop, 9:00 AM – 2:00 PM

(luncheon with stakeholders included) scaffolded workshops for various audiences

- **Beginning at the End: Developing and Assessing Civic Learning Outcomes**

You have incorporated service learning or immersive learning into your course, but how do you assess the civic knowledge, skills, values, and behaviors that are being developed in your students? Indiana Campus Compact staff will share current best practices and provide hands-on training in creating and assessing your students' civic growth and achievements.

- **Part 1** will provide an overview of the distinctions between discipline-based competencies, workplace competencies, and civic competencies and current best practices assessing civic learning outcomes.
 - In **Part 2**, you will work with your own syllabus or community-based project to identify appropriate civic learning outcomes and embed reflection and assessment activities for evaluating student progress.
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SERVICE-LEARNING INSTITUTE ON THE GO

Example 1 | 2 Day Institute

Integrated learning community sessions and homework throughout Institute; session mix appropriate for beginner faculty

- **The Work: Key Terms & Frames for Community Engagement & Highly Engaged Learning Practices**

Engagement in and with communities is at the core of most university missions, including language around public service, the creation of knowledge in order to solve problems both locally and globally, as well as preparing students as democratic citizens (Ward, 1996). This session will focus on how Indiana Campus Compact can support you and the institutions across Indiana.

- **Beginning with the End in Mind: Best Practices to Shape Outcomes Assessment of Service-Learning (2 hour session)**

This interactive session will give participants the much needed time and space to become further acquainted with and skilled in assessing the (often hidden and unassessed) civic learning outcomes associated with highly engaged teaching and learning practices. Through this session, participants will identify civic outcomes, align those outcomes with course content and/or community-based activities, and consider data collection and measurement in order to analyze and use the data to inform teaching or instructional practices.

- **Creating Reciprocal Relationships with Community Partnerships**

Choosing the right partner for your community based learning experience is essential. This session will explore how discovering a well-matched community partner who has a shared understanding is crucial to the collaboration. Participants will learn approaches for creating and sustaining these relationships for multi-semester interactions through establishing reciprocity and ensuring their community partner(s) are included as co-educators and co-creators of knowledge.

- **Designing Meaningful Reflection Activities in Service-Learning Courses**

Service-learning reflection provides intentional opportunities for students to demonstrate and articulate the learning that is occurring during their service experience. By engaging students in meaningful reflection activities, they are able to link course concepts and ideas to community-based experiences and purposeful learning about social justice, service, policy, globalism, and personal agency. As an individual or group activity, reflection also invites and supports critical thinking. In this breakout session, we will devote time and attention to designing reflection activities that (a) are linked to the learning objectives of your class, (b) occur regularly and systematically throughout the course, and (c) allow for feedback and assessment.

- **Preparing Students for Community-Based Learning Experiences**

Preparing students for work with and in the community is an essential aspect of high-quality community-based learning experiences. This session will focus not only on important topics to cover as you prepare your students, but how to include your community partner and other on-campus resources.

- **Becoming an Advocate through Engaged Scholarship**

Just as tossing a pebble into a pond sends ripples out in all directions, teaching a service-learning course can be the first step in helping others to toss their pebble into the engagement pond. This session will discuss ways to share your knowledge and expertise across your institution and beyond, including approaches to examining scholarship and methods available for disseminating engaged work through traditional and non-traditional outlets. Success stories from the field will be shared.

- **Individual Faculty Presentations & Peer Feedback**

Example 2 | 2 ½ Day Institute

Integrated learning community sessions and homework throughout institute; session mix appropriate for beginner and intermediate level faculty and community engagement professionals.

- **Continuum of Service-Learning: Models to Frame our Work**

There is definitely more than one way to “do” service-learning. Approaching community-based learning through the lens of a continuum, rooted in literature around high-impact learning and pedagogy, this session will frame our approach to service-learning by looking at various course/program models.

- **Principles and Practices of Backwards Design in Engaged Pedagogies**

Participants will be introduced to the principles and practices of backwards design in order to clearly articulate, and therefore own, how service-learning can be designed to impact student learning, communities, OR more than one of these outcomes (and others). Attendees will be given the resources to articulate a plan or road map for how to achieve their goal(s), and have time to discuss the courage necessary to press on to the destination of “change” or “impact” given today’s accountability environment in higher education.

- **Constructing a Service-Learning Course Syllabus**

This break-out session will examine best practices in service-learning syllabus development. Participants will learn how service-learning syllabi are different from those for other courses, the specific elements important for a service-learning syllabus, how to package the information in an understandable format, and how to develop a course schedule. Bring the syllabus you wish to update, or an outline of information you wish to put on a new syllabus.

- **Faculty Development Practices: Building Toward Transformative Teaching and Learning**

Designed specifically for community engagement professionals (CEPs) who specialize in supporting others (faculty, other staff, and student) with their community engagement work, this session will focus on how to develop or enhance a community-based learning faculty development program. Participants will develop a program action plan and map its implementation.

- **Designing Meaningful Reflective Activities in a Service-Learning Course**

Service-learning reflection provides intentional opportunities for students to learn from their community-based learning experience. Designing meaningful reflection ensures that students link disparate ideas and experiences to purposeful learning about social justice, service, policy, globalism, and personal agency. As an individual or group activity, reflection also invites and supports critical thinking. In this breakout session, we will devote time and attention to designing reflection activities that (a) are linked to the learning objectives of your class, (b) occur regularly and systematically throughout the course, and (c) allow for feedback and assessment.

- **Service-Learning and Community Collaboration: Bringing the Neighborhood to Your Class and Your Class to the Neighborhood**

As more universities and disciplines embrace the values of collaborative community research, instructors are often hard-pressed to find ways to effectively partner with community-based organizations, especially given the time constraints of an academic semester. In this session, I describe a

series of projects undertaken with a community partner in mid-north Indianapolis, and illustrate some of the benefits and challenges of incorporating project-based learning into a content-based course.

- **Intersecting Identity, Privilege, and Selfies: Ethical marketing for service**

Social media helps us document our lives and market our service programs. But where do we, as participants in civic engagement and service-learning, need to critically reconsider how we utilize social media? This session will engage in the issue of ethical photography and social media, with a focus on how identity and privilege impact our engagement online. Attendees will also receive an ethical marketing guide written by the presenter.

- **Identifying appropriate measures for assessing student's civic learning outcomes**

In this workshop, participants can expect to not only be introduced to the range of measurement tools available for assessing civic learning and development during college, but to also spend time applying those tools to student artifacts. The facilitator will briefly introduce civic goals and civic learning outcomes, indirect vs. direct measures of learning, and then, move into an activity that allows attendees to practice applying certain measures to certain artifacts of students learning.

- **An Introduction to Critical Service-Learning**

This session examines service-learning through the lens of producing social change and working toward the redistribution of power. Starting with the definitions of traditional service-learning and critical service-learning, this session will also provide a survey of sociocultural theories of power, intersectionality, and positionality. Attendees will be encouraged to question their assumptions and perspectives. The research of the 2016-2017 Indiana Campus Compact Faculty Fellow cohort into the challenges and of incorporating critical service-learning will be highlighted.

- **Principles for Creating Quality Engaged Scholarship**

This session will discuss approaches to examining engaged scholarship and methods available for disseminating engaged work through traditional and non-traditional outlets. Success stories from the field will be shared along with considerations on finding the time and individuals who can support your work.

- **Creating Reciprocal Relationships with Community Partners**

Choosing the right partner for your community-based learning experience is essential. This interactive session will explore how discovering a well-matched community partner who has a shared understanding is crucial to the collaboration. Participants will learn step-by-step approaches for creating and sustaining these relationships for multi-semester interactions through establishing reciprocity and ensuring their community partner(s) are included as co-educators and co-creators of knowledge.

- **Individual Presentations & Peer Feedback**

Example 3 | 2 ½ Day Institute

Integrated learning community sessions and homework throughout institute; session mix appropriate for beginner and intermediate faculty

- **Community-Engaged Learning**

Session participants will be guided through a brief historical overview of the field of community engagement, a discussion of common terms, and how Indiana Campus Compact is working to support faculty, students and community partners.

- **Conceptualizing Civic Learning Through Course Design**

Session participants will be given the much needed time and space to become further acquainted with identifying and developing civic learning outcomes. We will discuss the best practices in community-based learning course design including discussion around identifying the community need, the need to clearly identify civic outcomes, alignment of outcomes with activities and linking activities to assessment activities to ensure that learning has occurred.

- **Creating Reciprocal Relationship with Community Partners**

Choosing the right partner for your community based learning experience is much like a dance. You must have the right partner, the right moves, and learn how to be in-sync in order for the performance to go off without a hitch. Sounds tricky, right? Not if you're prepared. This interactive session will explore how, just as in dance, discovering a well-matched community partner who has a shared understanding is crucial to the collaboration. Participants will learn step-by-step approaches for creating and sustaining these relationships for multi-semester interactions through establishing reciprocity and mutual respect with their dance partner.

- **Community Needs Panel**

**Organized by campus/organizational partner*

- **Telling Your Success Story: The Intersection of Community-Engagement & Faculty Reward Systems**

Research has indicated that community-based learning is accepted as a high-quality teaching method, though the same research has indicated that community-based learning is often not encouraged or rewarded beyond teaching. Additionally, promotion, tenure, and faculty reward systems have shown us that decisions often rest on values and judgments, not on measurements or clear expectations. We will explore the intersection of community engagement and faculty reward systems, tips for engaged scholars, and suggestions for creating a new campus culture that is inclusive of community engagement in faculty reward systems.

- **Community Partner Lunch**

**Organized by campus/organization partner*

- **Preparing Students for the Community-Based Learning Experience**

Preparing students for work with and in the community is an essential aspect of high-quality community-based learning experiences. This session will focus not only on important topics to cover as you prepare your students, but how to include your community partner and other on-campus resources.

- **The Power of Critical Reflection in Community-Engaged Learning**

As the component of community-based learning that generates, deepens and documents learning, critical reflection is an essential component to successful implementation; it is also challenging to design and to undertake effectively. In this session, we will explore different conceptions of critical reflection and personal growth and examine critical reflection activities and tools.

- **Learning Community Session & One-on-One Consultations with Institute Facilitators**

- **Risk Management & Community Based Learning Experiences**

**Organized and presented by campus/organization partner with input from Indiana Campus Compact*

- **Individual Faculty Presentations & Peer Feedback**

SAMPLE