



Utrecht University

CENTRE FOR
GLOBAL
CHALLENGES

About Community Engaged Learning

AN INTRODUCTORY GUIDE ON COMMUNITY ENGAGED LEARNING AT UTRECHT UNIVERSITY



About Community Engaged Learning

In this introductory booklet on Community Engaged Learning you can find information on:

1. What is CEL?
2. Terminologies
3. Why CEL?
4. Examples from CEL at Utrecht University



What is Community Engaged Learning?

Community Engaged Learning is experiential education in which students, teachers and external partners work together on societal challenges. Community Engaged Learning integrates societal engagement with academic study and reflection to enrich and enhance the learning experience and contribute to community needs. Community Engaged Learning at Utrecht University has the following characteristics:

- The focus is on (local and/or global) *societal challenges* in which scientific knowledge and skills can make a difference
- We work on *questions* and *needs* of society
- Students, scientists and external stakeholders investigate the societal challenge together and thereby all learn (*reciprocity*)
- The course is embedded in the *curriculum*
- It is *experiential* education: a form of education in which students learn by doing and experiencing by truly being active in society
- Scientific and societal *reflection* is the foundation for learning by all participants

Community Engaged Learning and similar terminology

Within Utrecht University we choose to use the term Community Engaged Learning for this type of education. This emphasizes the importance of close cooperation with society, such as (semi) public organizations, citizens and other societal partners. In scientific literature and academic practice, however, several concepts are used that are more or less similar to Community Engaged Learning. Think of concepts such as (community) service learning, community based learning, civic learning, and public, civic, or community engagement (in the curriculum). There are also many different definitions of these concepts. Within Utrecht University we have opted to use one term, Community Engaged Learning, for clarity in conversations, without excluding the specific connotations of these other concepts and definitions.

Why Community Engaged Learning?

The vision of Utrecht University is: "We live in a world that is rapidly changing. Global issues are complex: they are not limited to generations or continents and cannot be solved from one single perspective. Themes such as climate change, distribution of wealth and healthy living require an interdisciplinary approach. Scientific insights are needed to solve these issues". In this context, the mission of Utrecht University is 'working towards a better world'.¹ This mission can be fulfilled by doing interdisciplinary research and teaching. But research and teaching are never an end in themselves. Realizing sustainable and visible transformation in order to solve these complex global challenges also requires working with and for society, and teaching our students how to do this. Community Engaged Learning (CEL) is an important strategy to make this happen.

In CEL, students use academic knowledge and skills in order to make a contribution to the solving of social issues together with external partners. This lets them not only learn about the complexity of social issues, but also about the value of academic knowledge. In that way, we are currently creating social impact and preparing students for careers in which they will create even more social impact as academically-schooled professionals.

Research has shown that CEL provides various benefits to both students, faculty as well as the community.² For instance, CEL can improve academic outcomes for students, and the experiential learning environment offers students the opportunity to develop valuable skills and competencies such as communication and listening skills, leadership skills, and social responsibility.^{3,4} For teachers, CEL provides a way to increase collaboration with societal partners,⁵ which can be beneficial for both teaching and research activities. By implementing CEL, teachers can also strengthen the practical relevance of the academic curriculum and improve general teaching practices.^{6,7} A great advantage of CEL for society is that students and academic staff can use their expertise to contribute to solving complex societal challenges, and in close collaboration with societal partners work towards sustainable solutions.⁸

Community Engaged Learning at Utrecht University

Community Engaged Learning comes in all different types and forms. Students can work directly, face-to-face, with individuals and organizations to investigate and/or address issue or need identified by the community. For instance, by giving a presentation to women with a migrant background about health risks while traveling (*Coschap in de wijk*) or by working together with residents and social enterprises to better understand societal challenges and develop sustainable solutions (*Learning Lab Overvecht*). Students can also work more indirectly with individuals and organizations by working with them on a product to address a community issue or need, such as collaborating with local stakeholders from civil society, social entrepreneurs and government (*Young Innovators Programme*). Other CEL projects may be more research-based, by collecting and analyzing qualitative and quantitative data in order to address an issue or need identified by the community. For instance, by using community-based research approaches (*Community-based research in the humanities*), by performing data-driven research in interdisciplinary groups (*Utrecht Data School*) or gathering data on topics such as waste management and to give back the insights of the research to the community (*Field research Aruba*). In all different forms of CEL, academic learning and practice is connected through reflection and students work with community partners on issues or needs identified by the community.

More examples of CEL-education at Utrecht University:

	Course	COMMUNITY ENGAGEMENT LUNETTEN
	Coordinator	Irina van Aalst, Stef Dingemans, and Gery Nijenhuis
	Description	Community Service Learning Lunetten brings the University to the society. In 9 weeks, students and local actors work together on relevant social issues. The focus is on joint identification and elaboration of a specific (spatial) issue, whereby both parties cooperate and contribute their knowledge and skills. The course offers a (rich) learning environment in which both students as well as local actors can flourish.
	More information	https://geografie.nl/artikel/community-engagement

	Course	DA VINCI PROJECT
	Coordinator	Bert Weckhuysen, Brianne McGonigle Leyh, and Appy Sluijs
	Description	Six groups of five students originating from different scientific backgrounds work together on a specific sustainable development-related challenge through design thinking. The challenges are provided by an external partner, ranging from private sector to local and national governments. Students focus on different global challenges like clean air, sustainable housing, and waste as a resource. Through an active learning-by-doing approach, students will be trained to collaborate transdisciplinary, thereby broadening their horizon.
	More information	https://students.uu.nl/onderwijs/honours/uu-honours-college/da-vinci-project

	Course	COMMUNITY-BASED RESEARCH IN THE HUMANITIES
	Coordinator	Jocelyn Ballantyne
	Description	How can researchers in Humanities use their knowledge to contribute to societal challenges? This is a central question in this course. Students from Humanities collaborate with stakeholders from societal organizations such as 'Creative Commons', 'Taal Doet Meer', 'de Voorkamer', and the target communities for these organizations. The students work with the stakeholders for a week, and incorporate the practical experiences and relevant insights in the design of a research proposal. Students learn to work with the complexity of community-based research and to do project-based work. After this course, students continue their research through an internship or thesis.
	More information	https://www.uu.nl/en/organisation/community-based-research-for-the-humanities/about

The Community Engaged Learning Toolbox was developed as a collaboration between the Centre for Global Challenges, the Centre for Academic Teaching and the Community Engaged Learning Taskforce.

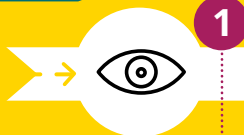
Resources:

1. <https://www.uu.nl/en/organisation/profile/mission-and-strategy>
2. Salam, M., Iskandar, D. N. A., Ibrahim, D. H. A., & Farooq, M. S. (2019). Service learning in higher education: a systematic literature review. *Asia Pacific Education Review*, 1-21.
3. Warren, J. L. (2012). Does service-learning increase student learning?: A meta-analysis. *Michigan Journal of Community Service Learning*, 18(2), 56-61.
4. Steinberg, K., Hatcher, J. A., & Bringle, R. G. (2011). A north star: Civic-minded graduate. *Michigan Journal of Community Service Learning*, 18(1), 19-33.
5. Salam, M., Iskandar, D. N. F. A., & Ibrahim, D. H. A. (2017). Service learning support for academic learning and skills development. *Journal of Telecommunication, Electronic and Computer Engineering (JTEC)*, 9(2-10), 111-117.
6. Lasen, M., Tomas, L., & Hill, A. (2015). Potential of service-learning to promote sustainability competencies in pre-service teachers: A case study. *Teaching Education*, 26(4), 341-365.
7. Phillips, A., Bolduc, S. R., & Gallo, M. (2013). Curricular placement of academic service-learning in higher education. *Journal of Higher Education Outreach and Engagement*, 17(4), 75-96.
8. Rutti, R. M., LaBonte, J., Helms, M. M., Hervani, A. A., & Sarkarat, S. (2016). The service learning projects: Stakeholder benefits and potential class topics. *Education + Training*, 58(4), 422-438.



Starting Community Engaged Learning in 5 steps

6 months - year



1

DETERMINE THE FOCUS

- Identify the societal challenge that you want to address. Consider a broad theme rather than a specific question at this stage.
- Identify possibilities in the curriculum for adapting an existing course to incorporate CEL components or designing a new course.
- Start thinking about key learning objectives for students in the course in line with the curriculum.

6 months - year



2

MEET AND MATCH

- Find partners in the field through your network, via colleagues, or by connecting with relevant UU research hubs and focus areas.
- Explore shared ambitions and possibilities for collaboration. This can also go hand in hand with step 1, when an interaction with a potential partner inspires your focus.
- Determine whether ambitions can be merged into a **reciprocal** collaboration.

4 months



3

DEFINING THE PARTNERSHIP

- In further interactions, formulate more specific project **outcomes**.
- Discuss **input** (resources), **activities**, and **outputs** (both academic and public).
- Discuss **expectations, roles, and responsibilities**, including time commitment, communication, student supervision, and assessment.

± 4 - 6 months



4

COURSE DESIGN

- (Re)design the course and syllabus and prepare teaching staff for CEL.
- Design classroom-based learning activities to prepare students for 'going into the field'.
- Design **reflection** activities to enhance the learning process.
- Make sure to align all intended learning outcomes, teaching and learning activities, and assessment tasks.

± 2 - 3 months



5

EVALUATION STRATEGY

- Plan how to optimize the **learning** in this project through continuous monitoring and reflection.
- Select or design **evaluation** measures for outcomes and improvement.
- Develop tools and systems to collect data and communicate insights on impact.

More information
intranet.uu.nl/en/cel



Utrecht University

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Partnerships in Community Engaged Learning

**A PRACTICAL GUIDE ON ESTABLISHING RECIPROCAL
PARTNERSHIPS WITH THE COMMUNITY**



Partnerships in Community Engaged Learning

In this booklet about partnerships in Community Engaged Learning, you can find information on:

1. Defining CEL partnerships
2. Reasons for societal partners to participate in CEL
3. Finding societal partners
4. Ten Principles of effective partnership
5. Practical considerations for CEL partnerships
6. Recommended guidelines for selecting a societal partner



Defining CEL partnerships

The aim of CEL partnerships is to achieve *reciprocity*. Together partners identify how the community project can enrich student learning as well as to address specific community needs. CEL is a *shared-learning* experience, in which shared decision making and *co-creation* of knowledge are central components. *Relationship parity* is thus considered crucial for successful CEL.

Reasons for societal partners to participate in CEL

Societal partners often participate in CEL for various reasons;^{1,2}

- Benefit from the extra assistance in the organization
- The fresh outsider perspectives
- Novel ideas and energy of students
- Expertise and resources from faculty staff
- And ultimately the impact that the projects can have for the community members.

Finding societal partners

Partners can be found in various ways; through existing research or education partnerships, via a broader network, or through an online search. Below you find an overview of UU-services that can be of help in search of societal partners: they know what societal partners are available in the area and/or they have an established relationship with these partners:

- ▶ **PROGRAMME COMMUNITY ENGAGED LEARNING** – They can connect you to parties who already are involved in Community Engaged Learning or have shown an interest for this <https://www.uu.nl/en/education/community-engaged-learning>
- ▶ **WETENSCHAPSKNOOPPUNT** – They connect schools, teacher training programmes and the university. <https://www.uu.nl/onderwijs/wetenschapsknooppunt> (available only in Dutch)
- ▶ **PROGRAMME SUSTAINABILITY** – They can connect you with partners on the Utrecht Science Park and in Utrecht who want to collaborate on sustainability topics. <https://www.uu.nl/en/node/6119/daarom-duurzaamheid/programme>

- ▶ **CENTRE FOR GLOBAL CHALLENGES (CFGC)** – They can connect you to partners for local and global projects that intersect with themes: human rights, conflict & security, sustainability, and equity. <https://www.uu.nl/en/organisation/centre-for-global-challenges>
- ▶ **STRATEGIC THEMES** – UU works closely with many partners in research focused on four strategic themes: Dynamics of Youth, Institutions for Open Societies, Life Sciences and Pathways to Sustainability. There are opportunities to connect research and teaching within the Strategic Themes. <https://www.uu.nl/en/research/profile/strategic-themes>
- ▶ Some faculties have an **IMPACT DEVELOPER** working on knowledge valorization.
- ▶ **STUDENT ORGANIZATIONS** – Student interest groups are another potential source of societal partners; student groups may have partnered with societal organizations in community engaged projects.
- ▶ **GUEST SPEAKERS** – Bringing guest speakers into your classroom may also facilitate establishing a partnership between your classroom and a partner. Ask the guest speakers in your course whether they are interested to collaborate in a CEL project.
- ▶ **SCIENCE SHOPS** – The ‘wetenschapswinkels’ may have opportunities for community engaged projects or have connections to potential partners in the community. <http://www.wetenschapswinkels.nl/>
- ▶ **LOCAL ELEMENTARY SCHOOLS OR HIGH SCHOOLS** – Partnerships between your classroom and community elementary or high schools are excellent for getting younger students involved and excited about topics from your course. In addition, your students will gain skills in communicating with younger students and mentoring them. <https://www.uu.nl/en/organisation/public-engagement-at-utrecht-university>
- ▶ **NON-PROFIT COMMUNITY ORGANIZATIONS** – Non-profit community organizations are excellent partners for service engagement. You can do a web search for potential partners in your area. For instance: <https://maex.nl/> for social initiatives. MAEX helps initiatives to make their impact and needs visible and offers opportunities to strengthen initiatives
- ▶ **GOVERNMENT AGENCIES** – They are strong candidates for CEL projects. Two potential benefits shared between both partners are (1) the potential for students to contribute their data to a larger database and (2) the potential for students to further network within the agency to continue to work as a volunteer or as a future employee.

Ten principles of effective partnership

(From *Community-Campus Partnership for Health (CCPH) Principles of Partnership* (1998 – revised 2006)) retrieved from: <https://serc.carleton.edu/introgeo/service/partner.html>

1. Partnerships form to serve a specific purpose and may take on new goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes, and accountability for partnership.
3. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
4. The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
5. The partnership balances power among partners and enables resources among partners to be shared.
6. Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
8. There is a feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
9. Partners share the benefits of the partnership's accomplishments.
10. Partnerships can dissolve and need to plan a process for closure.

Practical considerations for CEL partnerships

Practical considerations for defining CEL partnerships:³

- Visit societal organizations well before the course begins, establish **open communication** and initiate **collaborative planning**.
- During this early contact it is also important to get a good understanding of the organization's **needs and capabilities** to involve in the course design.
- Ask the societal partner about **past CEL experiences**, both good and bad, with similar CEL projects.
- Define boundaries and clarify roles and **responsibilities**.
- Establish how much **time** the societal partner can invest in the project.
- Determine meeting **frequency**.
- Establish **communication channels**, and discuss whether the students will be in direct contact with the societal partner and/or community members.
- Discuss what will happen to the **final product** that is produced. Think about an academic and a public product. Can it be circulated, and to whom?
- Define the **role of societal partners** in the course: presence in the classroom, supervision of the students, communication with the students during the course, and role in the assessment.

Recommended guidelines for selecting a societal partner

(From Centre for Community Health and Development, University of Kansas: <https://ctb.ku.edu/en>)

WILLINGNESS TO COLLABORATE

- Available for regular communication (i.e., phone calls, meeting)
- Responsive to mutual problem solving
- Open to meeting both student and community needs
- Ability to supervise and interact with college students

SOCIETAL PARTNER HAS ADEQUATE RESOURCES TO ORIENT, TRAIN, AND MONITOR STUDENTS

- Designated staff willing to supervise students
- Procedures to orient and train students, if applicable
- Provides necessary space for program needs
- Procedures to track student attendance and contributions, if applicable

CONGRUENCE OF LEARNING AND SERVICE GOALS

- Interest in learning objectives of class or program
- Flexibility in adjusting service projects to meet learning goals

IDENTIFICATION OF APPROPRIATE SERVICE ACTIVITIES AND PROJECTS

- Clearly defines expectations for students
- Provides direction for project implementation
- Identify tasks appropriate to the knowledge and skills of students

INTERCULTURAL SENSITIVITY OF SOCIETAL PARTNER

- Demonstrates culture of respect for diversity
- Receptive to working with students of different backgrounds and abilities
- Provides orientation to culture and traditions of agency

ACCESSIBILITY

- Near public transportation
- Location is convenient for students
- Appropriate compliance with European Accessibility Act or similar statutes

The Community Engaged Learning Toolbox was developed as a collaboration between the Centre for Global Challenges, the Centre for Academic Teaching and the Community Engaged Learning Taskforce.

Resources:

1. Blouin, D. D., & Perry, E. M. (2009). Whom does service learning really serve? Community-based organizations' perspectives on service learning. *Teaching Sociology*, 37(2), 120-135.
2. Salam, M., Iskandar, D. N. A., Ibrahim, D. H. A., & Farooq, M. S. (2019). Service learning in higher education: a systematic literature review. *Asia Pacific Education Review*, 1-21.
3. Blouin, D. D., & Perry, E. M. (2009). Whom does service learning really serve? Community-based organizations' perspectives on service learning. *Teaching Sociology*, 37(2), 120-135.



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Reflection in Community Engaged Learning

**AN INTRODUCTION TO REFLECTION, REFLECTION ACTIVITIES,
AND REFLECTION ASSESSMENT**



Reflection in Community Engaged Learning

In this booklet about reflection for Community Engaged Learning-projects or -courses, you can find information on:

1. About reflection: What is it, why to do it, what do students find important?
2. Reflection exercises: Practical examples
3. Reflection assessment: Examples and resources



1. About Reflection

WHAT IS REFLECTION?

Reflection gives meaning to experiences. Through reflection, students can see their own thinking and acting from an outsiders' perspective, link past experiences with future experiences, evaluate their strengths, weaknesses and opportunities to improve future actions, and link their experiences to academic study.¹ The most commonly used definition of reflection in literature is to *"integrate the understanding gained into one's experience in order to enable better choices or actions in the future as well as enhance one's overall effectiveness"*.²

WHY REFLECTION?

Reflection can dramatically improve student learning.^{1,3} Although the Community Engagement-experience itself might have a positive effect on personal development, to develop skills such as critical thinking, a deeper understanding of subject matter, empathy, and perspective transformation, reflection is crucial.⁴ Reflection forms the connection and integration between engagement and learning.

HOW CAN YOU STIMULATE SELF-REFLECTION?

Educators can stimulate self-reflection through multiple ways.⁵ A few are listed below:

1. By providing significant learning experiences that are relevant, engaging, and challenge students (such as challenging readings, observations or experiences).
2. Educators can give prompts to students to guide their self-reflection (e.g. ask students to describe how they felt about their actions/experiences, ask them to put these in a larger context of theories and/or experiences).
3. Educators can ask students to make a product of their reflections: through an oral discussion, a written assignment or a combination of both. The benefit of paper reflection is that it requires the students to be more precise about their statements.

WHAT DO STUDENTS FIND IMPORTANT?

Studies⁶ outline a few criteria that students have for meaningful reflection:

1. Reflection should be **continuous** and not just an assignment or two at the end of a course.
2. Reflection needs to **connect** course content and the community experience explicitly.
3. Reflection should be **challenging**, and should lead to rethinking of own beliefs & assumptions.
4. Reflection should be **integrated naturally** into the projects and the course and not be viewed as an add-on activity.
5. Students sometimes get the idea that they should just fill out what the teacher wants to hear, to get a good grade.⁷ However, they would like to endorse reflection exercises that are **centered around their own idea** of learning.

A tip is to give every student individual feedback. This does not have to be a long answer or markings in the text, but just to thank the students for their reflection exercises or give them a feeling of understanding of their work. For example, saying "I agree with you that...", will make them feel that you have read the paper and understood their thinking.

"In addition to the assessment, try to provide the students with individual feedback or a personal note."



HOW DEEP SHOULD THE REFLECTION EXERCISE GO TO BE MEANINGFUL?

At minimum, students should be able to describe the experience and try to make sense of the experience. This is usually done through separate steps. A first step is often to describe the situation/event itself. A second step is evaluate/analyze the situation in relation to, for example, theory or personal assumptions. A third step is to reflect on how this experience will alter future behavior and assumptions. Below you find three frequently used reflection-models that can help the students guide through these steps:

- **What? So What? And Now What?- model.**⁸ Visit for example:
<https://cetl.uconn.edu/what-so-what-now-what-model/>
- **The DEAL (describe, examine, articulate learning)-model.**⁹
- **Gibbs' (1988) Reflective Cycle.**¹⁰ For more details see for example:
<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

2. Reflection activities

Reflection is most meaningful if it is carried out prior (pre-flection), during and after the community activity or activities. Furthermore, reflection can take place alone, with classmates or together with community partners. Many types of reflection activities exist. Below you find examples from the literature and UU colleagues. Exercises can be used apart, but also combined into a 'reflection roadmap/portfolio'. Eyler¹¹ presents an example of a Reflection roadmap, designed for reflection throughout the course, in Table 4.1. We will highlight a few exercises below. We will end this section with two examples of ongoing reflection exercises throughout the course, from UU-colleagues.

Pre-flection

	Activity	HOPES & FEARS
	Source	Eyler, J. (2001). Creating your reflection map. <i>New directions for higher education</i> , 2001(114), 35-43.
	Timing	Prior to the CEL project
	Duration	1-2 hours
	Goals	• Preparing students for the CEL project with logistics and details of the organization that they will be working with. • Coming up with strategies to address possible pitfalls and realize hopes for the project.
	Description	Organize a brainstorm session where students can articulate their hopes and fears about the community engagement activities, together with their classmates. Let the students list the answers on a flip chart (or white board) and then come up with strategies to address the fears and realize the hopes.
	Example	A group of students from a public policy class will soon be working with a vulnerable community of people that are living with HIV. The students discover during the hopes & fears discussion that many parents have concerns about this, and they themselves also weren't sure about the transmission of this disease. As a follow-up, the students did some more research to fill this gap of knowledge and wrote a letter to all parents, including this information and detailed safety precautions. ¹¹

	Activity	GIANT LIKERT SCALE
	Source	Eyler, J. (2001). Creating your reflection map. <i>New directions for higher education</i> , 2001(114), 35-43.
	Timing	Prior to the CEL project
	Duration	1-2 hours
	Setting	Group
	Goals	• Making implicit assumptions about the community engagement project explicit. • Creating dialogue in order to stimulate research around assumptions prior to the activity. • Stimulating students to research the extent to which their assumptions are true and present their findings in class.
	Description	Create a giant Likert scale, with statements surrounding extreme assumptions ranging from "Disagree to Agree". With this Likert scale, you can test assumptions about the project or community that your students will be working on.
	Example	Examples of assumptions: " <i>Teachers in inner-city schools are less competent and caring than teachers in suburban schools.</i> " or " <i>Voucher plans would allow any child to attend the private school of his or her choice.</i> " Most students will be closely towards the beginning (Disagree) or the end (Agree) of the scale.

	Activity	ASSET MAPPING
	Source	McKnight, J. L., & Kretzmann, J. (1996). <i>Mapping community capacity</i> . Evanston, IL: Institute for Policy Research, Northwestern University.
	Timing	Prior to the CEL project
	Duration	2-8 hours
	Setting	Groups
	Goals	To identify strengths and assets of the community as input for the community project planning.
	Description	In CEL, many students tend to think only about the problems and needs of a community. McKnight and Kretzman ¹² argue that it is more constructive to think about the strengths and assets of a community. This activity aims to identify institutions, associations, individuals or resources that the community can contribute toward development. This exercise can be an input of planning for the project with the community and can be done in collaboration with a contact person of the organization or community that you are working with (e.g. with the use of the capacity inventory that is in the Appendix of McKnight & Kretzman's article).
	Example	https://files.eric.ed.gov/fulltext/ED426499.pdf

	Activity	TABULA RASA
	Source	By UU-colleagues Stef Dingemans, Gerry Nijenhuis & Irina van Aalst
	Timing	Prior to the CEL project
	Duration	2-6 hours
	Setting	Individual
	Goals	To articulate student's expectations and perspectives towards the CEL project.
	Description	Ask the student to describe their expectations and perspective on the course that they will follow. It should be a well-written narrative that outlines at least the answers to the following questions: • What do you expect from the course as a whole? • What are your expectations about the collaboration between you and the community (members)? • How do you envision the citizens science process? • What do you expect from the community? • Which input can you expect from the community? • In advance, do you expect that any problems might occur during the process? • How do you plan to solve these problems? • Do you expect any pitfalls to occur during the process? • How do you plan to avoid these pitfalls?

During the CEL-project

	Activity	CEL THEATER
	Source	Eyler, J. (2001). Creating your reflection map. <i>New directions for higher education</i> , 2001(114), 35-43.
	Timing	Prior to the CEL project
	Duration	1-2 hours
	Setting	Group
	Goals	To explore critical incidents.
	Description	In a CEL theater, classes explore critical incidents through role-play. In the play, the class explores an issue, tries to apply insights from their study, suggest a resolution to the critical incident and draw lessons from it. For example, the critical incident can be how to gain data from the community partner or communications issues between a student and a community partner, or something the students have observed in the field. Each session could involve a specific theme of critical incidents.

	Activity	GROUP REFLECTION ON COMMUNITY INTERACTION
	Source	By UU-colleague Nadine Blignaut-van Westrhenen
	Timing	Prior to the CEL project
	Duration	2 hours
	Setting	Group
	Goals	To reflect on a specific interaction with the community or a community partner.
	Description	Based on the What? So what? Now what? - format. Discuss the following set of questions below in project groups and write down the key concepts on a flip-over or post-it. Possibly, the discussion can be used as an input for a reflection essay or a presentation. What happened? • How did the interaction go? What did you see, hear or say? • What went well, what went less well? • Which things will you do differently in the future? • What did it feel like for you to have a conversation like this? • Has this interaction changed your knowledge/assumptions about this topic? If yes, how? • What surprised you, and what frustrated you? • What were the ethical considerations that you have made? What did you learn? • What did you learn from the interaction? • What do you see differently now? • Which aspects do you now understand better than before? • How did this experience help to achieve the learning goals that were set for this course? Why are these insights important? • What do others need to know about this? • What are the most important lessons that you drew from this experience? • How can you use these lessons? • Why is this relevant? For you? For others?

"I want to give creative freedom to my students, but my student gives shallow answers. what should I do?"



Not every student might be immediately convinced by the power of reflection or might not already have the skills to carry out deep self-reflection. On the other hand, some students want to use their own creative thinking to set up their own reflection narrative. One way of going around this is to vary the journal types you are asking your students to write throughout the course. For example, in the beginning you might want them to work with a Key-phrase journal or through structured questions, while at the end of the project they can choose their own critical incidents and topics to go into.

	Activity	REFLECTION JOURNAL
	Source	Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: Making meaning or experience. Educational horizons, 179.
	Timing	Prior to the CEL project
	Duration	4-8 hours (flexible)
	Setting	Individual
	Goals	To reflect on a specific interaction with the community or a community partner.
	Description	Bringle & Hatcher¹³ identified several types of reflective journals that you can ask students to keep: • Key Phrase Journal: Students are asked to use a list of key terms and key phrases to discuss the experiences they gain during the CEL activities. For example, "I learned from.....". You can ask the students to highlight the key terms/phrases. • Double-entry Journal: In this type of journal, students are asked to describe their personal experiences and thoughts on a certain CEL experience, related class presentations, key concepts or readings, and the relationship between these two types of information. • Critical Incident Journal: Students are asked to focus on specific events that happened during the CEL interactions with the external partner. Educators give students certain prompts about their reactions, thoughts, reactions, and relevant course information, that guide reflection around this critical incident (e.g. how did you respond to this event? How does the course material relate to this critical incident?). • Three Part Journal: For each journal entry, students are asked to reflect on three things: (1) The event (the interactions you had, decisions you made), (2) An analysis of how the course material relates to this experience, (3) An analysis of how the first two answers relate to your personal life, such as goals, values, attitudes and beliefs. • Directed Writings: Students are asked to write a journal entry from the starting point of a specific presentation, theory, concept, or quote, and relate this to an experience during the CEL activities.

After the community-engagement

	Activity	INCOMPLETE SENTENCES
	Source	By UU-colleague Nadine Blignaut-van Westrhenen
	Timing	Prior to the CEL project
	Duration	2 hours
	Setting	Individual
	Goals	• To stimulate more in-depth reflection on the community project. • To stimulate student's writing about the project experiences from different angles.
	Description	As part of reflection at the end of the project, students can complete the sentences below. • In the CEL project I have ... • I expected that ... • The community (partner) told me ... • I liked ... • It was difficult to ... • What most surprised me was ... • I learned the most from ... • In future I would ... • I hope that ...

	Activity	FINAL REFLECTION REPORT
	Source	By UU-colleague Stef Dingemans
	Timing	Prior to the CEL project
	Duration	2 hours
	Setting	Individual
	Goals	Articulate learnings throughout the CEL project
	Description	Ask students to reflect on the CEL project and to collect their learnings from the course in 1500-2000 words. Invite students to choose three specific situations to reflect on (for example, <i>What did you find the most difficult aspect? Which situations made you work harder? Which new situations did you encounter? What are you proud of?</i>). A situation could, for example, be a moment of interaction with the community, team collaboration within your project group, data collection, or interaction with the supervisors and/or teachers. The students were also advised to look back at earlier reflection exercises that were submitted in the first weeks of the course. For every situation, the reflection needed to consist of the following questions: 1. Describe the situation: who, where, what, when, how? 2. Describe the personal experience: how was this specific situation for you? 3. How did you handle this situation? What did that bring you? What did this ask from you? What are your intentions? 4. Will you change your behavior next time? If yes, on what ground? What would you advise to someone who is to still encounter such a situation?

Ongoing reflection exercises

	Activity	WEEKLY REPORTS + REFLECTION VLOG
	Source	By UU-colleagues Bert Weckhuysen, Brianne McGonigle Leyh, and Appy Sluijs
	Timing	18-20 weeks
	Duration	2 hours
	Setting	Individual
	Goals	• Reports: to help the teacher keep track of group dynamics and student progress, and help the student to paint a picture of non-linear learning when they look back over the course • Vlog: reflect on full experience in the course, learning journeys, and to translate experiences into a medium that allows for creativity
	Description	Ask students to produce a weekly one-page reflection report and a reflection vlog of maximum five minutes at the end of the project. In the reports, the students were asked to consider reflecting upon the following questions: • What concept or skill you learned that week? • What strategies did you use to solve a problem? • What did you find confusing or unclear? • How does your learning connect to what you already know? • What would you like more time developing or understanding? • How are the group dynamics? • How do you feel when you are working on the course activities? It could be a written report, but you can also encourage your students to use drawings or sketches instead.

	Activity	REFLECTION PORTFOLIO
	Source	By UU-colleagues Joyce Brown and Judith van de Kamp
	Timing	Ongoing
	Duration	8-10 weeks
	Setting	Individual
	Goals	Reflect on different aspects of student's own perspectives/ways of thinking
	Description	Students build a Reflection Portfolio by submitting five portfolio elements at various moments throughout their course, in which they are asked to reflect on different aspects of his or her own perspectives/ways of thinking. The portfolio elements are: 1. [The topic] & Me: asks students to reflect on why [the topic] is important/ relevant to them. 2. Personal skills and preferences: ask students to reflect on their role within the group, personal strengths and weaknesses and preferences of collaboration with other students. 3. [Related topic] on a personal level: related to course material, asks students to reflect on (using the material's framework) personal level of [topic] (for example, equity). 4. Country/community analysis 'The Map': ask students to analyze a country/ community that they are familiar with, and to describe what is considered 'normal' behavior regarding a specific topic but considered differently elsewhere and how that affects cooperation/collaboration with people from this country/community (for example, culture). 5. Team dynamics reflection based on the group assignments.

3. Assessment of reflection

How to assess a reflection exercise is a concern of many educators. A clearly established reflection rubric that is known to the students prior to delivery of a reflection assignment, is necessary. On the internet, there are many (good) reflection rubrics available. Below you find an example of a reflection rubric used by UU-colleagues Joyce Brown and Judith van der Kamp.

GRADE/CRITERIA	Insufficient: fails to meet academic requirements	Sufficient: meets academic requirements	Excellent: belongs to top 10%
All exercises			
<i>Time management: submission of portfolio elements (6 including the report)</i>	One or more Portfolio Elements were submitted too late.	All Portfolio Elements were submitted in time.	-
Reflection portfolio			
<i>Reflective thinking</i>	The reflection attempts to demonstrate thinking about learning, but is vague and/or unclear and/or not specific. The reflection does not address the students thinking and/or learning.	The reflection explains the student's thinking about his/her own learning processes, as well as implications for future learnings.	The reflection explains the students' own thinking and learning processes, as well as implications for future learning and is exceptionally well / thoughtful formulated.
<i>Analysis</i>	The reflection attempts to analyze the learning experience, but the value of the learning to the student or others is vague and/or unclear and/or not specific. The reflection does not move beyond a description of the learning experience	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.
<i>Making connections</i>	The reflection attempts to articulate connections between various learning experiences gained throughout this course and perhaps also outside this course linking it back to other/past learning experiences, and/or future with goals. However, the connections are vague and/or unclear and/or not specific The reflection does not articulate any connection to other learning experiences.	The reflection articulates connections between various learning experiences gained throughout this course, and/or with future goals.	The reflection articulates multiple connections between various learning experiences gained throughout the course, and perhaps also linked to learning experiences outside the course (other/ past experiences), and/or with future goals, and is exceptionally well/ thoughtful formulated.

Below you find an example of a reflection rubric used by UU-colleagues Bert Weckhuysen, Brianne McGonigle Leyh, and Appy Sluijs.

GRADE/CRITERIA	Not sufficient < 5.4	Sufficient (5.5-6.9)	Good (7-8.4)	Excellent (8.5-10)
Reflection Vlog	Doesn't show ability to reflect on personal performance in the project.	Shows ability to reflect on personal skills, insights and behavior in relation to problem solving in an interdisciplinary team. Shows ability to contribute to client goals. Shows adaptation of feedback.	Shows ability to reflect on personal skills, insights and behavior in relation to problem solving in an interdisciplinary team. + Shows initiative to enhance the performance of an interdisciplinary team. + Shows capability to convert feedback into improvement of deliverables.	Shows ability to reflect on personal skills, insights and behavior in relation to problem solving in an interdisciplinary team. Shows ability to contribute to client goals. Shows adaptation of feedback. + Shows initiative to enhance the performance of an interdisciplinary team. ++ Shows critical assessment of the value of interdisciplinary teams in relation to problem solving. ++ Shows resilience after receiving feedback by continuous improvement of deliverables in favor of learning process.

The Community Engaged Learning Toolbox was developed as a collaboration between the Centre for Global Challenges, the Centre for Academic Teaching and the Community Engaged Learning Taskforce.

Resources:

1. Eyler, J. (2001). Creating your reflection map. *New directions for higher education*, 2001(114), 35-43.
2. Rogers, R. R. (2001). Reflection in higher education: A concept analysis. *Innovative higher education*, 26(1), 37-57.
3. Travers, C. J., Morisano, D., & Locke, E. A. (2015). Self-reflection, growth goals, and academic outcomes: A qualitative study. *British Journal of Educational Psychology*, 85(2), 224-241
4. Eyler, J., and Giles, D. E., Jr. *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass, 1999.
5. Fines, B. G. (2014). Assessing reflection. Retrieved from: <https://www.smu.edu/~media/Site/Law/faculty/teaching-resources/Student-Reflection-Rubric.pdf>
6. Ash, S. L., & Clayton, P. H. (2004). The articulated learning: An approach to guided reflection and assessment. *Innovative Higher Education*, 29(2), 137-154.
7. This was mentioned in a focus group among students from the Humanities and REBO faculty to gain insight in the students' perspective on CEL. A summary on the results can be requested at the Centre for Global Challenges.
8. Rolfe, G., Freshwater, D., Jasper, M. (2001) Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan.
9. Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1, 25-48
10. Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. London: Further Education Unit.
11. Eyler, J. (2001). Creating your reflection map. *New directions for higher education*, 2001(114), 35-43.
12. McKnight, J. L., & Kretzmann, J. (1996). *Mapping community capacity*. Evanston, IL: Institute for Policy Research, Northwestern University.