

Guide for Facilitators

Online Continuing Professional Development Module on
Embedding Community Engaged Research and Learning
in Higher Education Curricula

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Students Learning With Communities

CIRCLET Online Continuing Professional Development Module: Embedding Community Engaged Research and Learning in Higher Education Curricula

Guide for Facilitators

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TESTIMONIALS FROM PARTICIPANTS



Amy Wong, Queen's University of Belfast

PhD, MEdStudies, BA/BEducation, SFHEA | Research Fellow | School of Nursing and Midwifery

"CERL is the perfect mix of research, teaching and making an impact which aligns closely of what motivates me to come to work every day. The opportunity to take part in the CERL module has enabled me to realise how I could put CERL into practice, from designing a CERL project, liaising with community partners, to reflecting on the outcomes, and, most importantly, creating a real impact on the community with students. Learning through a variety of resources, creating a screencast, and developing a visualisation using a collaborative online tool were some of the highlights of the experience that could also enhance my teaching and assessment practices. What I enjoyed most is the collegiality and support by other colleagues throughout and after the module for future collaborations!"



Orsolya Polyacsó, Corvinus University of Budapest

PhD student, Doctoral School of Sociology and Communication Science

Taking part in the module was a very enriching and tremendously useful experience for me, and also a transformative one in a way, I would say. I learned a huge amount and I was able to put much of the learning to use immediately, even if the course I was teaching at the time wasn't directly related to community engaged learning or research. For example, I quickly made use of the many digital tools we were introduced to, I started using more diverse sources for the course, I gave students new kinds of assignments as well than before, and built on the learning about evaluation and reflection during the work with students."

INTRODUCTION

This guide contains all the resources needed to implement a **postgraduate Continuing Professional Development (CPD) module for lecturers** who wish to build, or enhance, community engaged research and learning (CERL) projects in the modules they teach, as part of the Higher Education curriculum. CERL (or service-learning, as it can be known) is a high-impact activity in Higher Education (Kuh, 2008), increasing student engagement and learning. CERL also supports community goals, and makes teaching more interesting for lecturers.

This module is designed to build capacity among participants for CERL, including developing relevant knowledge, skills, attitudes and values. Our approach to this module aligns with CERL as a pedagogy, which involves authentic, experiential learning, driven by collaboration and engaged participation, and underpinned by reflection.

This innovative postgraduate online module, on reimagining and redesigning modules/courses to embed CERL into the curriculum in Higher Education, was developed as part of the [CIRCLET](#) Erasmus+ Strategic Partnership project. The module work was led by TU Dublin, with significant support and inputs from the CIRCLET project team (see more details below). The module was piloted, evaluated, improved, run for a second time, evaluated again and further improved.

This module was validated by Technological University Dublin, and is also recognised on PhD programmes in Corvinus University of Budapest (CUB). In recognition of the workload and learning outcomes, participants completing the module receive European Credit Transfer and Accumulation System (ECTS) credits at postgraduate level. TU Dublin awards 5 credits at Master's level, and CUB awards 4 credits at PhD level.

While this module was designed to be implemented as a whole, it is possible to use the materials in this guide in a range of different ways. Individual session plans could be offered as stand-alone CPD workshops or webinars, with pre-reading for participants. These could be unaccredited, or micro-credentials or digital badges could be awarded to participants who completed pre-work and assignments. If taking this approach, it would be essential to include the fundamental principles of CERL (covered mainly in session 2) in the first part of any one-off session. Lecturers interested in deepening their understanding of CERL could also use the materials as a self-study guide, by reading the resources and completing the assignments and webinar exercises.

The module session plans included are:

1. Introduction to Community Engaged Research & Learning (CERL) and to the module
2. CERL in the curriculum
3. Supporting student reflection
4. Partnership working & building relationships
5. Communities - contexts, strengths & vulnerabilities
6. Using technology to support CERL
7. Assessment & feedback
8. Evaluating CERL projects
9. Data protection and dissemination

There are three parts to this guide. **Part 1** introduces the CIRCLET project, the module, the pedagogical approaches and resources required. **Part 2** summarises each of the 9 session plans and **part 3** contains the detailed session materials.

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Glossary of abbreviations:

CERL: Community Engaged Research and Learning

CIRCLET: Curriculum Innovation through Research with Communities: Learning circles of Educators and Technology.

CPD: Continuing Professional Development

CSO: Civil Society Organisations (also referred to as community partners)

ECTS: European Credit Transfer and Accumulation System

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PART 1: INTRODUCTION, PEDAGOGICAL APPROACHES, AND RESOURCES REQUIRED

1.1 Introduction to CIRCLET, and why we developed this module.

The [CIRCLET](#) project was set up to support academic staff in higher education to embed community engaged research and learning (CERL) in their modules. CIRCLET stands for *Curriculum Innovation through Research with Communities: Learning circles of Educators and Technology*. The CIRCLET project provided a range of resources and facilitated participatory peer learning circles amongst university educators, to help them offer CERL projects to their students.

CIRCLET builds on the experiences of the [International Living Knowledge Network](#) for Science Shops (Science Shops are structures facilitating community-university engagement on research). It also builds on the Horizon 2020 funded project [EnRRICH](#) and the Framework 7 funded project [PERARES](#). These projects developed and exchanged resources to embed engagement with Civil Society Organisations (CSOs), or community partners, in academic curricula. From these projects we learned that **we needed to support educators to develop their own skills, knowledge and confidence** in redeveloping curricula, working with community partners and working with students, if we wanted to successfully build engagement into curricula.

To begin to meet this challenge, the CIRCLET project built and facilitated **peer learning circles amongst educators interested in undertaking Community Engaged Research and Learning (CERL) projects** with their students. Our project activities have been framed as participatory learning experiences, including our innovative online professional development module, our local and international learning circles, and our training and dissemination events.

The project partners were Queen's University Belfast (lead), Corvinus University Budapest, Technological University Dublin, the Open University of Catalonia, and Vrije Universiteit Brussel. The project was funded through the British Council Erasmus+ Strategic Partnership programme in 2019.

Our **final project outputs** build on information shared by our academic participants and the community partners and students who engaged in CERL projects as part of the project. They also build on the knowledge and skills that each university brought to the project. They offer a range of resources for those who want to embed Science Shop and CERL practices into academic curricula in higher education.

This guide is a **handbook for facilitators**. It will allow them to implement a module for lecturers who want to run or develop CERL projects. It includes a summary of the pedagogical approach taken in the design and delivery of the module, and detailed session plans, tasks and materials used for each of the 9 sessions.

We have also produced the following resources, which can be found on the [CIRCLET website](#):

- A **series of CERL case studies in text and/or video format**, which we hope will provide inspiration and real-life insight for educators who want to take a first step with building CERL into their teaching.
- A **handbook for facilitators who wish to set up a learning circle** to support lecturers in developing their CERL practice, based on how our Learning Circles were run.
- A **practical guide for lecturers** who wish to embed CERL into their modules or courses, based on the experiences of our educators.

We hope that our project outputs will provide inspiration for educators who want to build CERL into their teaching, and will provide resources for coordinators of CERL activities. We want to thank all of our participants and our funder, the British Council, for making this project possible.

1.2 Introduction to Community Engaged Research and Learning (CERL) and to the pedagogical philosophy /teaching and learning approaches on this module.

Community Engaged Research and Learning (CERL) involves students working with community partners on collaboratively-designed, real-life projects, within the curriculum, for mutual benefit. Projects are supervised by lecturers and are co-designed with community partners to enhance student learning and to support community goals. Together these elements ensure that students develop both their discipline-specific knowledge and skills and their transferrable professional skills, through authentic learning and assessment. Projects are usually based on an idea or question from a community partner. Community partners might include Civil Society Organisations (CSOs), charities, social enterprises, statutory bodies, schools, or other underserved communities. These projects can significantly enhance student learning, deepening student understanding of theoretical knowledge and how it can be applied, offering authentic assessment, and supporting them to develop transferrable professional skills. CERL combined the three missions of Higher Education – Teaching/Learning, Research, and Engagement.

This module is designed to **build capacity** among participants to implement or develop CERL projects, including developing relevant knowledge, skills, attitudes and values. We developed this module because we knew lecturers wanted to develop their understanding and skills in relation to CERL. We felt that an accredited programme of study would appeal to some as a structured way to engage with relevant literature and case studies on CERL, with a clear process for starting, or further developing, their CERL practice. As mentioned above, our approach to this module is in line with **CERL as a pedagogy**, which involves authentic, experiential learning, driven by collaboration and engaged participation, and underpinned by reflection.

Tassone and Eppink (2016, p.19) outline two main directions of **pedagogical philosophy**, from instrumental, or **instructivist, to emancipatory**, in the EnRRICH Tool for lecturers working on CERL (which they call Responsible Research and Innovation):

The instrumental perspective is in line with transmissive and mechanistic mode[s] of education. Within this perspective education is expert-driven. The educator is the expert transmitting knowledge, mainly in a linear manner. Educational activities focus, thus, on transmitting expert knowledge, prescribing given standards and pre-determined solutions to current societal issues. The student is a neutral or passive receiver that retains the knowledge provided. The emancipatory perspective is in line with social cognitive theory and socio-constructivist mode of education. As such, education is about providing space for autonomy and self-determination. Education is approached mainly as a process. Knowledge about societal challenges, capacities to tackle them or outcomes to be achieved are not only handed over, but they are developed also by reflecting on viewpoints, affective elements and through experience. Teachers act more as facilitators, or they are even co-learning with the students and possibly with other societal actors. Students are actively meant to engage in questioning and in developing design, practices and solutions to societal challenges and to experiment with that.

In line with the **constructivist, emancipatory approach** described above, we as facilitators of this module focus on supporting participants to do their own learning rather than simply instructing them. Through careful facilitation of the module, participants are encouraged to learn with and from their peers, through group work, peer feedback, and a focus on discussion. They learn with and from community partners, lecturers and students, who provide guest inputs or co-facilitation in webinars, as well as from feedback on assignments from the facilitators. Learning is underpinned by regular reflection exercises to draw out and enhance learning, and to develop and build participants' skills as reflective practitioners (as well as modelling ways in which they can support their own students to reflect).

Key educational theorists recommend a mix of constructivist and instructivist learning (Moule 2007, Salmon 2003). In this module, we structured tasks, assignments and webinars to begin in predominantly instructivist mode, so that participants can absorb pre-existing knowledge, some or all of which may be new to them. **As the module progresses, participants become active (co-)creators of knowledge**, as we, and they, shift into constructivist mode. The individual assignments of the early sessions give way to group assignments, in line with this shift. This module consciously focuses on group formation through collaborative working, to build a supportive learning network/circle for participants, to sustain them after the module has finished (as per the CIRCLET project goals, also Haythornthwaite, 2006, and Bidell, 2016).

The role of **facilitators and guest speakers** also changes as the module progresses, from mainly transmitting knowledge or experience, to giving feedback to participants on their developing ideas and their work. In session 7, on assessment and feedback, participants are supported by the facilitators to **collaboratively design the marking rubric** for this module's final assignment. This kind of task ensures that learning is not only interesting, useful and relevant, but also that it is empowering (Jones in Kelly 2012). It is a clear move towards emancipatory education. By handing over this important task

to participants, and supporting them to take ownership of it, we model how they should hand over responsibility to their students on CERL projects, while supporting them as needed.

Another crucial element to the effectiveness of this module is **ongoing communication and feedback** between the participants and the facilitators. Weekly assignments mean that facilitators can assess how the learning is progressing, and weekly feedback from facilitators to participants supports them in developing their ideas and understanding. This is supplemented by ongoing dialogue with their peers, in webinars and in small group assignments. When implementing the module, we saw that participants who, for a variety of reasons, disengaged from the group work, webinars and/or weekly assignment schedule, experienced significant challenges in their learning. Before starting to implement this module, we would advise any facilitator to ensure that they have the time and capacity to actively engage with participants every week, and to encourage and support them to engage with each other too. If you are thinking of implementing this module, you will also need significant experience and expertise in supporting and/or coordinating CERL projects, to make sure that you can support the participants effectively.

The module learning outcomes are as follows:

On successful completion of this module participants will be able to:

- Evaluate relevant sources on civic and community engagement as a concept and set of practices, and particularly on embedding civic and community engagement into the higher education curriculum
- Transform a module they teach, through meaningful and respectful stakeholder engagement, to incorporate a community engaged research or learning project that is aligned with student learning outcomes, incorporates learner reflection and responds to community priorities
- Evaluate and reflect on their own learning in terms of their development of key skills: communication skills (using a variety of media), interpersonal skills, citizenship/cultural awareness, organising skills, teamwork skills, critical reflection, anticipation, flexibility, responsiveness, inclusivity, resilience, conflict resolution
- Select and/or develop an appropriate method to capture the benefits, challenges and impacts of curriculum-based engagement for all stakeholders
- Demonstrate an understanding of the strengths and vulnerabilities of community partners, in a range of different contexts (considering local, national and other factors, including policy contexts), as well as of their live research interests and agendas.

The participants are expected to complete 100 learning hours on the module, in line with the requirements for 5 ECTS credits². These hours include self-directed study as well as interaction with module facilitators and participants.

1.3 How the module was developed

The module content was developed through a **collaborative process** begun in 2019, led by Dr Catherine Bates and Dr Sinead McCann from TU Dublin's Programme for Students Learning With Communities. Sinead and Catherine were also the module facilitators. Dr Caroline McGowan, who also worked on the Programme, co-authored this guide with the 2 module facilitators.

The **CIRCLET project team provided invaluable input**. With the TU Dublin team, members co-developed the topics for the module, suggested relevant resources, reviewed almost all of the content and made helpful suggestions for improvements. Dr Andrea Toarniczky of Corvinus University of Budapest co-designed the session on Reflection with the TU Dublin team.

The **TU Dublin CIRCLET advisory board** guided the development and review of the module, including advising on the critical topics for inclusion in the module. The board included representatives from: TU Dublin's Learning, Teaching and Technology Centre, Academic management from various disciplines, Professional Services management, and the Students' Union. External members included a community partner (St John of God Community Services) and Campus Engage (the Irish national network for civic engagement in Higher Education).

The TU Dublin **Learning, Teaching and Technology Centre** offered extensive support for the validation, implementation and review of this module, which ran as part of its portfolio of modules on the MSc in Education. Lecturers, students, and community partners of the 5 CIRCLET universities made valuable contributions as co-facilitators or guest speakers in the webinars, and/or by producing educational resources for the module participants.

In 2020/1 TU Dublin facilitators **piloted this online module** with 10 participants from 4 universities across Europe. Participants evaluated the module at three points: mid-way through, with a short questionnaire; after the submission of their final assignments, using the standard TU Dublin module evaluation form; and 4 months later, in a more detailed reflective evaluation questionnaire. This final questionnaire was designed to find out what had changed for participants in their teaching, reflection, or engagement practices as a result of taking the module. In addition, after each webinar the TU Dublin module facilitators reflected on what had worked well and what could be improved. The facilitators also completed an overall reflection, individually and collectively, after the

² A full-time academic year on a programme of study is generally worth 60 credits – see <https://op.europa.eu/en/publication-detail/-/publication/da7467e6-8450-11e5-b8b7-01aa75ed71a1>

module was implemented and assignments corrected. The participants' evaluations were primarily very positive, but they did highlight some areas for improvement.

The **evaluation feedback from participants** was brought to the CIRCLET project team for discussion, and to the TU Dublin CIRCLET advisory board. During the summer of 2021, the TU Dublin facilitators reviewed and improved all the module content based on their reflections on each session, the feedback from participants, and the ensuing project team and advisory board discussions about how to address the feedback. Based on these inputs, revisions focused on reducing the volume of the resource lists, combining assignments to reduce their number, stitching reflection more comprehensively across the module, and increasing the quality and quantity of peer-group interaction. CIRCLET project team members then reviewed the revised content and suggested improvements.

In 2021/2 the **revised module was run** with 7 participants from 3 universities. Again the participants evaluated it at the mid-point, using a short survey, and at the end (this time as part of a pilot of a new standard evaluation form for programmes in TU Dublin). The final reflective evaluation had not yet taken place at the time of writing this guide. The evaluations this time were even more favourable than the first, with the Likert scale question responses being almost all positive, with a few neutral responses and just one negative response (to a question about understanding the purpose of the module before it started). Again after each webinar the facilitators reflected on what had worked well and what could be improved.

This guide contains **the improved version of the module**, based on all the learning from the feedback and reflection by participants and facilitators, the CIRCLET project team, and the TU Dublin CIRCLET advisory board.

Evidence of the positive impact of the module can be seen in responses from module participants to the reflective evaluation questionnaire, completed five months after they finished the module:

'The course provides systematized theoretical and practical knowledge about civic and community engagement. [...] I think this course has given me a language for having [...] discussions about education. Prior to doing this course I just had a lot of irritation about my own practice. After completing this course I feel that I am able to explain what I would like to achieve much more clearly.'

'The course facilitates [participants] to understand that [community] engagement is a process with many subsequent steps, mutual trust creation and learning [...] The course helped me to recognise the importance of improved communication skills, responsiveness and conflict resolution. [...] I became more aware of the importance of conscious reflection.'

'The standards, the atmosphere and the general spirit of the course also made an impact on me by setting an example of a course that is of high standard, friendly, supportive and genuinely informative at the same time. [...] I found reading the reflections of my peers very useful as well, so I may encourage students to do that as well. [...] Meeting great people from other universities was a very valuable experience of

the module. I think it was a nice group and I remember many of the experiences others shared through small group exercises or through their presentations, assignments that we had to comment on. (In fact, I still plan to contact [one peer] about a project she spoke about during one session) [...] I felt it was not simply a course but also a community building effort as well.'

1.4 Introduction to the module, and tips on implementing it.

We designed this innovative online postgraduate module to support lecturers who want to learn in depth how to **embed community engaged research and learning (CERL) into the curriculum** in Higher Education. The module is suitable for lecturers completely new to CERL, and for those who already have experience of CERL who want to deepen and develop their practice.

We built **intensive communication** into this module, between module participants as peers, and between module participants and facilitators. We feel this is core to its effectiveness, as did the participants (as can be seen in the quotes above). This communication includes: weekly small group work and peer learning by participants, both in webinars and outside of them; weekly submissions by participants; weekly feedback on progress from facilitators to participants, including clear suggestions for improvements; and regular inputs and feedback from community partners, lecturers and students. These are the core supports for learning. We strongly recommend meeting each participant 1-to-1 to understand their goals and context, either just before the module starts, or in the early stages of the module. In this meeting you can address any concerns they might have, and clarify their capacity to undertake the work required - we found that some participants dropped out of the module due to challenges regarding time management and workload. If you are thinking about implementing this module, please read the first part of this guide carefully to ensure you understand what's involved, and that you have the time and capacity to replicate this level of communication. As mentioned above, you will also need extensive prior experience of supporting CERL projects in Higher Education, to address the many practical questions that will arise.

Learning on the module is supported by continuous assessment, underpinned by regular reflection. We designed these smaller formative assignments to support module participants to gradually develop their ideas for rethinking their modules to include, or improve, CERL projects. These small assignments build incrementally towards the final summative assignment. The final assignment requires participants to meet with a community partner (if possible supported by a community engagement or Science Shop coordinator) to plan and design a project which they both agree on. They should plot out the project in an agreement form which participants should submit as part of the final assignment. This should ensure that each participant implements a CERL project on one of their modules, during or after the module. This should enhance both their and their students' learning and development, while working towards the community partner's goals. A summative reflection on learning is also required for the final assignment.

We strongly recommend implementing the module online, to facilitate inter-institutional and transnational peer learning. The module involves 9 weekly one-hour webinars, the first of which is an introduction session. We recommend allowing at least one week's break during the module, to allow participants time to catch up if they fall behind on the readings and formative assignments.

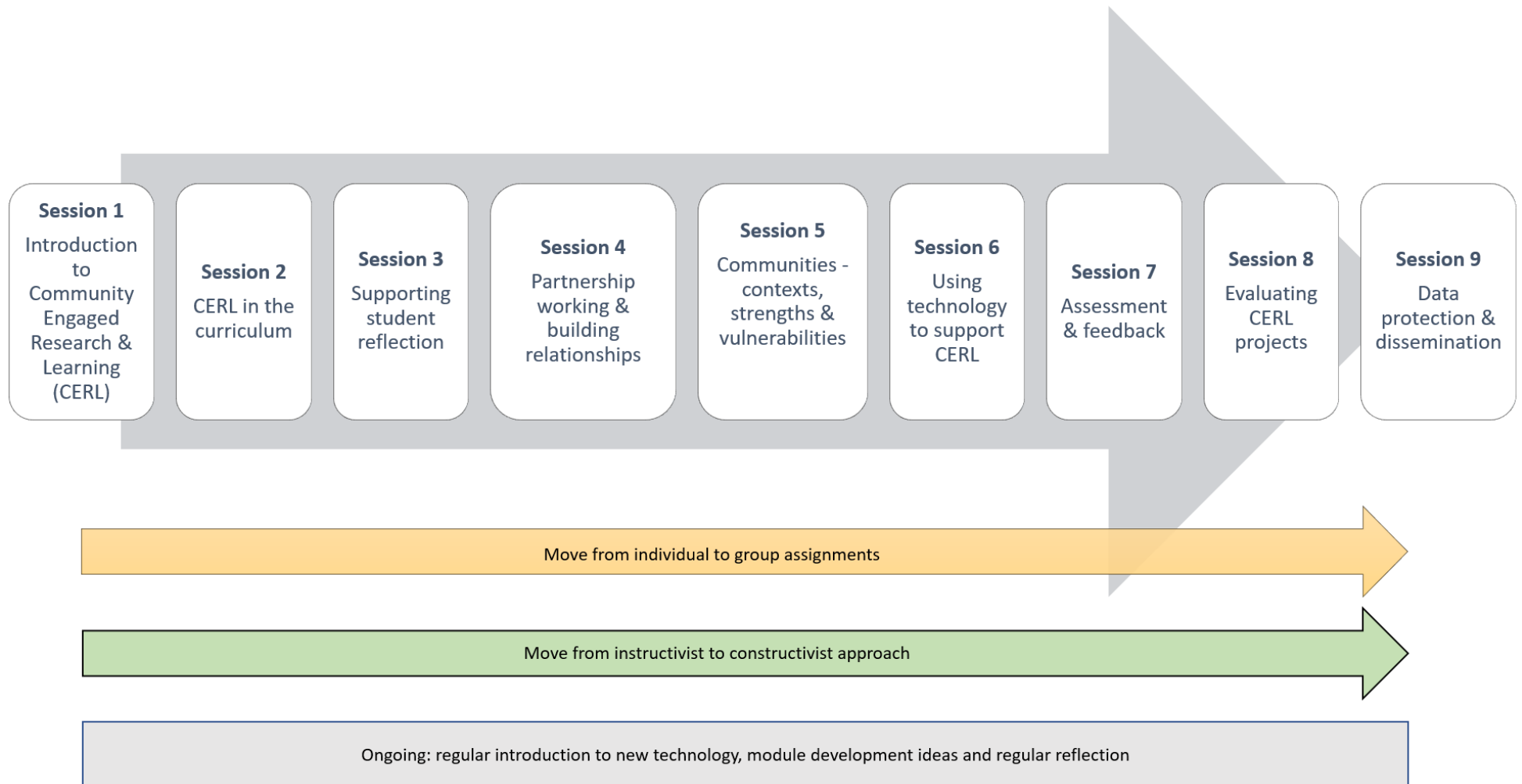


Fig 1. Design of module including pedagogical approach

Weekly webinars focus on high-quality online interaction between a small number of participants, in order to maximise the impact of their learning. We used a flipped classroom approach, which requires module participants to engage with course content at a time that suits them before each webinar, including small assignments that form part of their overall module assessment. This means that weekly webinar time is focused on interaction and feedback between participants, and with invited guest speakers and co-facilitators.

We estimate that participants will need **4-5 hours weekly for formative assignments, plus 30-40 hours** spread over the entire module for the final summative assignment. Given the amount of time and commitment required, we recommend that applicants to the module are asked to consider their goals for undertaking it, and their capacity to do so. This might take the form of a detailed application form, and a short meeting with the facilitator(s) to discuss their participation and ensure they are clear about what's required of them.

Breakdown of hours	(100 hours of learning for 5 credits in the European Credit Transfer System)
Class contact	9 one-hour weekly webinars
Weekly drop ins	12 hours available. The module facilitators will be available for one-hour drop-in sessions at scheduled times to answer questions about assignments or the development of ideas for CERL.
Independent study	80-90 hours
Total	100 hours

Module Session Topics:

1. Introduction to Community Engaged Research & Learning (CERL) and to the module
2. CERL in the curriculum
3. Supporting student reflection
4. Partnership working & building relationship
5. Communities - contexts, strengths & vulnerabilities
6. Using technology to support CERL
7. Assessment & feedback
8. Evaluating CERL projects
9. Data protection and dissemination

As well as the webinars, we held a **weekly 'office hour' online**, where module participants could drop in and ask any questions they might have about their learning. We recommend continuing these weekly 'office hour' sessions in the time between the final webinar and the final assignment deadline, as an important support for participants. You will also need a Virtual Learning Environment (VLE), or Learning Management System (LMS), with a discussion board. Many of the assignments require participants to respond to, or give feedback on, each others' work, to maximise peer learning, so a discussion board is essential. This can also be a place for them to post questions to the facilitators.

Each weekly **formative assignment builds participants' ability to complete the final summative assignment**. For example, for session 3, on reflection, participants are required to write a reflection on their own learning so far. We designed this exercise to support them to write their final reflection on learning in the summative assignment. We also wanted them to think about how their students might feel when asked to reflect on their learning, and how they might support them in doing reflection, as part of their CERL project.

The bulk of assignments will be complete by the last webinar. We recommend that you require that **all assignments must be passed**, to ensure active engagement with the content and support the effectiveness of the flipped learning model. You should encourage any participants who do not pass an assignment on the first attempt to resubmit it as soon as possible, while it's still fresh in their mind. They can resubmit any time before the deadline for the final assignment, however. Assessment should be on a pass/fail basis, and we recommend you use the term 'not yet achieved' (with an emphasis on 'yet') instead of 'fail' when giving feedback, to emphasise that this is an iterative learning process.

Formative assessments should be issued around 2 weeks before each assignment submission date. These are small weekly continuous assessments during the semester (eg: do peer review of a colleague's reflection; produce a group summary of the opportunities and challenges facing community organisations in each of your local contexts; make a screencast of your work-in-progress; design a class activity for your students; develop a marking rubric).

The summative final assessment should be due for submission about 3-4 weeks after the last webinar. You should ask participants to submit: (1) their redesigned course/module and assessment plan, including a detailed module delivery and evaluation plan. They should also submit a CERL timeline agreement form detailing their new CERL project (see template in Part 3), preferably signed by them and their community partner. (2) Summative reflection on their learning throughout the module using one of the reflection templates provided. They should include excerpts from their online reflection journal and formative reflection assignments, as appropriate. Both assignments should include full referencing.

You can find the details of all **assignment briefs and marking rubrics** in Part 3 below.

We recommend running the module with no more than 16 module participants, and **ideally with 2 module facilitators**, to enable high quality interaction, and to ensure the prompt return of assignments to students with useful feedback. We also recommend setting up a weekly assignment spreadsheet to record progress on all the weekly submissions due from each participant. With so many small formative assignments due, it can be hard to keep track.

The module descriptor, as validated by TU Dublin in 2019, is in Part 3 (please note the reading list has been updated).


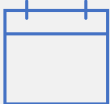
1.5 The Virtual Learning Environment (VLE) or Learning Management System (LMS), flipped classroom model, and using online tools.







In order to implement this module, you will need a **Virtual Learning Environment (VLE)** or Learning Management System (LMS) that includes, at the minimum:


- a discussion board
- a virtual classroom for webinars
- a repository for documents (weekly assignments, resource lists, final assignment and other resources will all need to be posted online)

As the module was implemented entirely online, we focused on high-quality online interaction between a small number of participants in order to maximise the impact of their learning. A **flipped classroom approach** requires participants to engage with course content, including completing assignments, at a time that suits them before each webinar. Weekly webinar time (1 hour each week for 9 sessions) is then focused on interaction and feedback between participants, and with invited guests. The remaining 91 hours (of the 100 learning hours required for 5 ECTS credits) will be largely self-directed learning, including time for group work.





In order for this to work, but for participants not to feel overwhelmed, **we recommend that you do the following:**

	<p>Record each webinar (with consent from the group and any guest presenters) as a resource for the participants to look back over later. Clarify that the recordings are for internal use only.</p>
	<p>Using the flipped classroom format, each session's assignment and pre-webinar. reading/resource lists for each week should be uploaded to and released on the VLE two weeks in advance, to allow learners time to prepare for the session. This means participants can work ahead if they want, but they don't feel overwhelmed by seeing everything at once, or jump around between topics when they should be focusing on the upcoming webinar topic. Depending on the VLE that</p>

	you use, you may have the choice to upload word documents, pdfs, videos and/or various other formats
	Encourage participants to allow 5-6 hours each week to do the preparatory work and the weekly assignment.
	Ask participants to make sure to read the following week's assignment before each webinar. This saves time in the webinar because you don't need to explain the assignment to them. Instead you can allow a few minutes at the end for them to ask questions about the upcoming assignment.
	Give participants an assignment submission date of 2 days before the relevant webinar, to allow you time to scan their work to get an impression of overall trends in the group. You can then comment and provide feedback on this during the webinar.
	Allow participants the option of submitting an updated version of their assignment 2 days after the webinar. This allows them to build on their learning from the webinar discussion. We tried this innovation in the second run of the module after feedback from a participant on the first run. They said that that they found this aspect of flipped learning challenging – the webinar could feel a little redundant when they had already submitted the assignment on that topic. A number of participants in year 2 took the opportunity to resubmit their assignments after the webinar, and one commented in their reflection that they had never considered allowing their students to resubmit work, but that they could really see the value of this approach.
	A number of materials will need to be prepared in advance of each session, including scanning and synthesising what the participants have submitted for their weekly assignments. The day before the webinar you will need to set aside some time to review participant submissions and pick relevant ideas or points they've made, to include in the presentation slides for the webinar. In the webinar you can show the quote and ask if the person who wrote it would like to expand on it a little. (For the first webinar in particular, it's worth contacting the person whose quote you will be showing first, to let them know you will be asking them to elaborate briefly on it.)
	Set aside several hours each week to assess and give feedback to participants on the previous week's submissions. We used a marking rubric (included in the appendices for each session) combined with

	recorded audio feedback to participants. We got very positive feedback on this personalised approach, and making the audio recordings was considerably quicker than typing up detailed written comments.
	Each online webinar is designed to last one hour. However, you will need to be available in the VLE at least 15 minutes beforehand. Once the session is complete you should allow extra time to respond to any questions from participants. You should also do a quick reflection session as facilitators. If time is constrained, a 'quick-and-dirty' reflection is preferable to none! Helpful questions to ask might include: how did that feel; what worked well; what didn't work so well; how could it have been improved? Useful tools for reflection can be found below in the reading list for the session on reflection, see section 3.3




We introduced a number of **online tools for learning and collaboration**, which participants found useful, both for their work on this module, and for use on CERL projects³. The following are open access tools for collaborative working (or tools that offer at least some free access):

	Scrumblr Schroeder, B (2011, May 2) Final Presentation
	Coggle: Coggle Introduction (2016, May 5). Coggle Youtube channel
	Padlet: Introduction to Padlet (2017, Feb 2). Padlet.
	Miro: Marina (n.d.) How to Start Collaboration with Miro . Miro Help Center. Retrieved July 27, 2021 from



For sound/video recordings/photographs – participants can use their phone/computer.

³ You may want to check your institutional policy regarding use of third-party apps such as these. Some educational institutions have advised staff not to use these apps for data protection or cybersecurity reasons.

Tools for **creating learning resources** include:

	<p>Screencast-o-matic, for recording screencasts.</p> <p>*Screencast-o-matic (n.d.). Tutorials / Record Your Screen For Free. Retrieved July 21, 2021</p> <p>*Screencast-o-matic (n.d.). 5 Best Practices for Creating Effective Screencasts. Retrieved July 21, 2021</p>
	<p>Unsplash image bank (images can be used royalty-free provided the artists are credited)</p>
	<p>Wix.com allows people to build a simple website, this can be used by module participants to create E-portfolios</p>

Resources related to **digital storytelling** include:

	<p>Storybird - Artful Storytelling</p>
	<p>Depal Project</p>

PART 2: SESSION PLAN SUMMARIES

Introducing the session materials

Please refer to *section 1.4: Introduction to the module, and tips on implementing it*, for more detailed information on the session materials.

The session materials include:

- A. For participants: pre-webinar tasks, including weekly assignments
- B. For participants: pre-webinar reading/resource lists
- C. For facilitators: webinar plans (with links to the webinar slide presentation)

In the following pages we have included a summary outline of each session. The detailed materials for each session can be found in Part 3.

The module session plans included are:

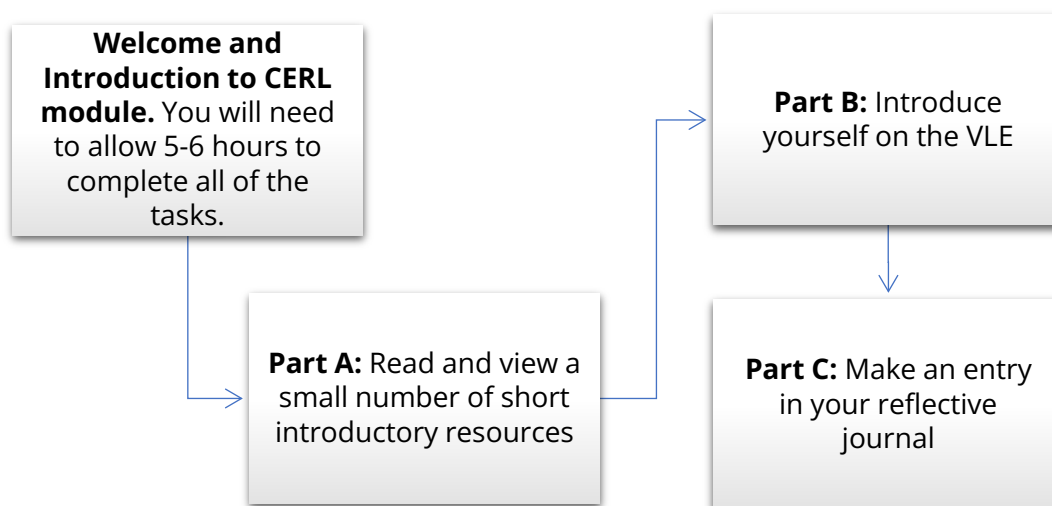
1. Introduction to Community Engaged Research & Learning (CERL) and to the module
2. CERL in the curriculum
3. Supporting student reflection
4. Partnership working & building relationship
5. Communities - contexts, strengths & vulnerabilities
6. Using technology to support CERL
7. Assessment & feedback
8. Evaluating CERL projects
9. Data protection and dissemination

Session 1 - Introduction to Community Engaged Research & Learning (CERL) and to the module

(see detailed session plans in Part 3)

Session Summary: This session is an introduction to the community engaged research and learning module and to the participants. The short videos and audio recordings in the pre-webinar resources introduce the participants to the experiences of lecturers, students and community partners from different CIRCLET partner countries, and give participants an idea of the range of community engaged research and learning (CERL) projects that can take place.

A. For **participants:** pre-webinar tasks, including weekly assignments for session 1



B. For **participants:** pre-webinar reading/resource lists for session 1

Guiding question: What do you find exciting in what you read or watch, and why?

C. For **facilitators:** webinar plans for session 1

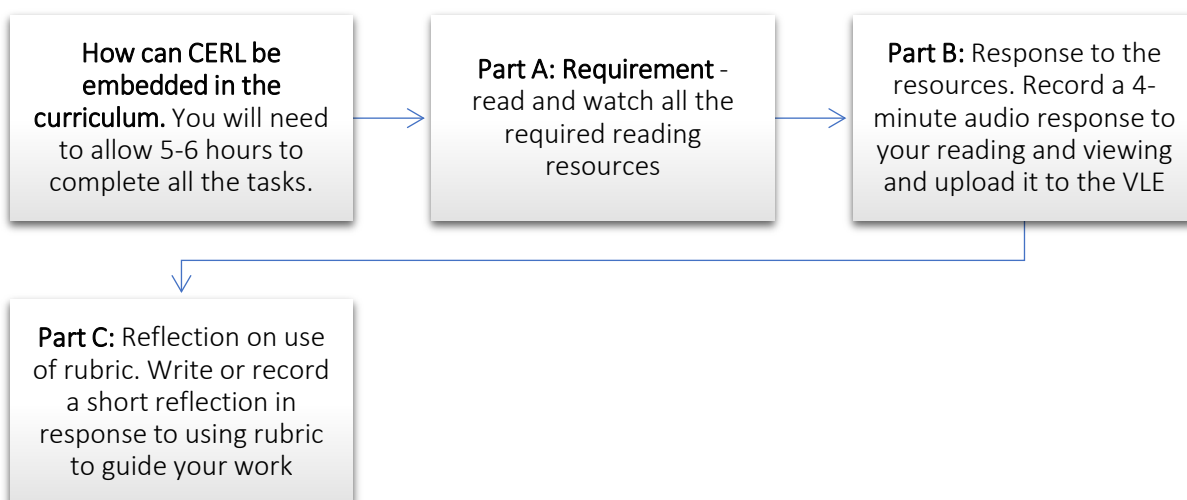
Time	Task
0.02	Introduction, welcome, check in and stretch! Quick polls on how everyone is feeling. Reminder of how flipped classroom works
0.15	Short individual reflection exercise
0.20	Brief introductions – building a community of support
0.40	Brief exercise to help identify and address challenges they may face on the module.
0.50	Quick poll about the assignment, check out, questions and thanks

Session 2 – CERL in the curriculum

(see detailed session plans in Part 3)

Summary: This session is an overview of community engaged research and learning, and of how, and why, it can be embedded into the curriculum in higher education. The readings and videos explore theories which underpin community engaged research and learning (CERL) in the curriculum; practical guides to CERL; competencies participants might like students to develop; lecturers’ motivations for building CERL into their teaching; and short CERL case studies.

A. For **participants:** pre-webinar tasks, including weekly assignments for session 2



B. For **participants:** pre-webinar reading/resource lists for session 2

Guiding question: What do you take from these resources as being important design principles for CERL, and in what way could/do you apply these principles in rethinking your module(s) to include or improve CERL?

C. For **facilitators:** webinar plans for session 2

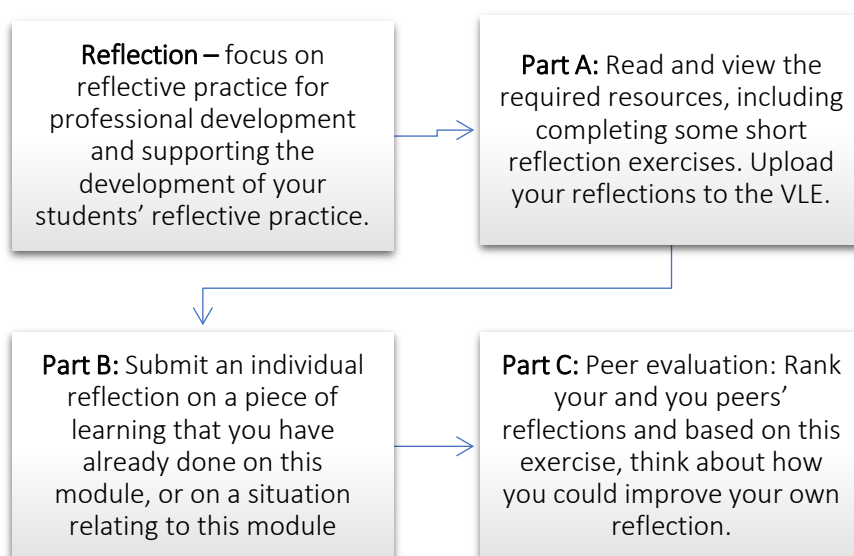
Time	Task
0.02	Introduction, welcome, check in and stretch!
0.04	Quick polls to check if there is anything blocking the learning progress on the assignments so far? Offer support/advice
0.10	Discussion of ideas from assignments. Pick out general points to praise the group for, in relation to the assignments. Pick a few to highlight and ask those people would they like to say a few words to elaborate on their ideas.
0.25	Q & A with guest lecturer and student/ Ask what their key tips or pointers would be to a lecturer starting or looking to deepen their CERL practice
0.55	Quick check-in about next week’s assignment, any questions, and thanks

Session 3 – Supporting Student Reflection

(see detailed session plans in Part 3)

Summary: The pre-webinar reading and viewing for this session includes sources exploring what reflection is, and why it is valuable, for participants professional development as well as for students doing CERL projects. Included are a range of reflection exercises and tools, some for completion prior to the webinar alongside resources on how to facilitate reflection with students.

A. For **participants**: pre-webinar tasks, including weekly assignments for session 3



B. For **participants**: pre-webinar reading/resource lists for session 3

Guiding question: How can you develop your own reflective practice for professional development, and how might you support the development of your students’ reflective practice? It may be useful to note any do’s and don’ts that arise, in preparation for your own reflection or for supporting reflection with your CERL participants

C. For **facilitators**: webinar plans for session 3

Time	Task
0.02	Introduce structure of session and stretch
0.04	Quick polls on the reflection assignment

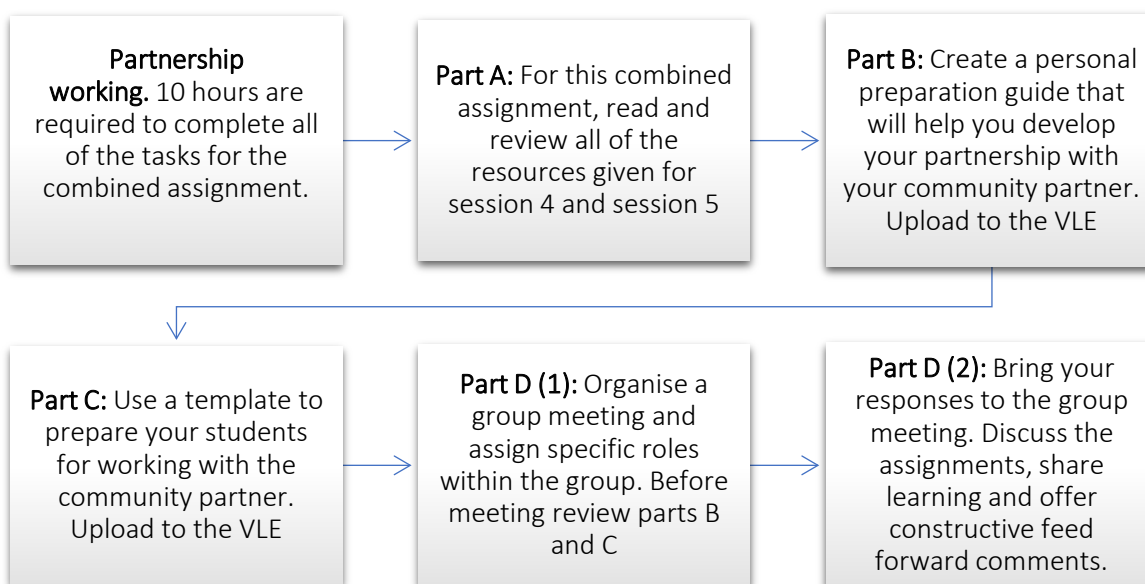
0.06	Quick feedback on reflections submitted
0.08	Individual reflection with focused guiding questions
0.14	Small group discussions on this reflection exercise, using an online collaboration tool to capture any thoughts
0.41	Pulling out the learning together, quick sharing of key points from each group's discussion. Facilitators to give feedback on responses from group, encourage discussion
0.55	Any questions about the next assignment, check out and thanks

Session 4 – Partnership working and building relationships

(see detailed session plans in Part 3)

Summary: Session 4 and 5 (Communities - contexts, strengths & vulnerabilities) have a combined assignment. The pre-webinar resources for session 4 explore the theme of partnership working for CERL, and tips and guides for partnership working with community partners and students.

- A. For **participants:** pre-webinar tasks, including weekly assignments for session 4 & 5



- B. For **participants:** pre-webinar reading/resource lists for session 4

Guiding question: What skills, knowledge and attitudes would be useful for you and your students to develop for working in partnership for CERL projects?

- C. For **facilitators:** webinar plans for session 4

Time	Task
0.02	Welcome introduce structure of session and stretch!
0.05	Brief introduction to three useful partnership dimensions to consider in partnership work (task, process, relationship). Individual work (consider the three dimensions and brainstorm aspects of your CERL project which may sit in each section) followed by group work (share and discuss answers).

0.20	Partnership working – break into 2 groups. This is a discussion-based exercise. Each group conversation to be co-facilitated by community partners and a staff member (with briefing, consultation, and development discussion beforehand). Participants break into groups and inspired by an earlier Tedtalk from the resources list they will consider a number of questions. Set up a collaborative online platform to capture ideas and thoughts.
0.48	Light bulb chat bomb, what is the one takeaway from today? Any questions about the next assignment and thanks

Session 5 – Communities - contexts, strengths & vulnerabilities

(see detailed session plans in Part 3)

Summary: The pre-webinar resources for session 5 explores approaches to working with community partners, the benefits to and challenges faced by community partners working on CERL projects, and more general contextual material to support understanding of, and collaboration with, the community sector.

- A. For **participants:** pre-webinar tasks, including weekly assignments for session 4 & 5

This is a combined assignment with session 5, above, so please see that section for details.

- B. For **participants:** pre-webinar reading/resource lists for session 5

Guiding question: What significant guiding principles do you take from these resources for your approach to working in partnership with the community on CERL projects?

- C. For **facilitators:** webinar plans for session 5

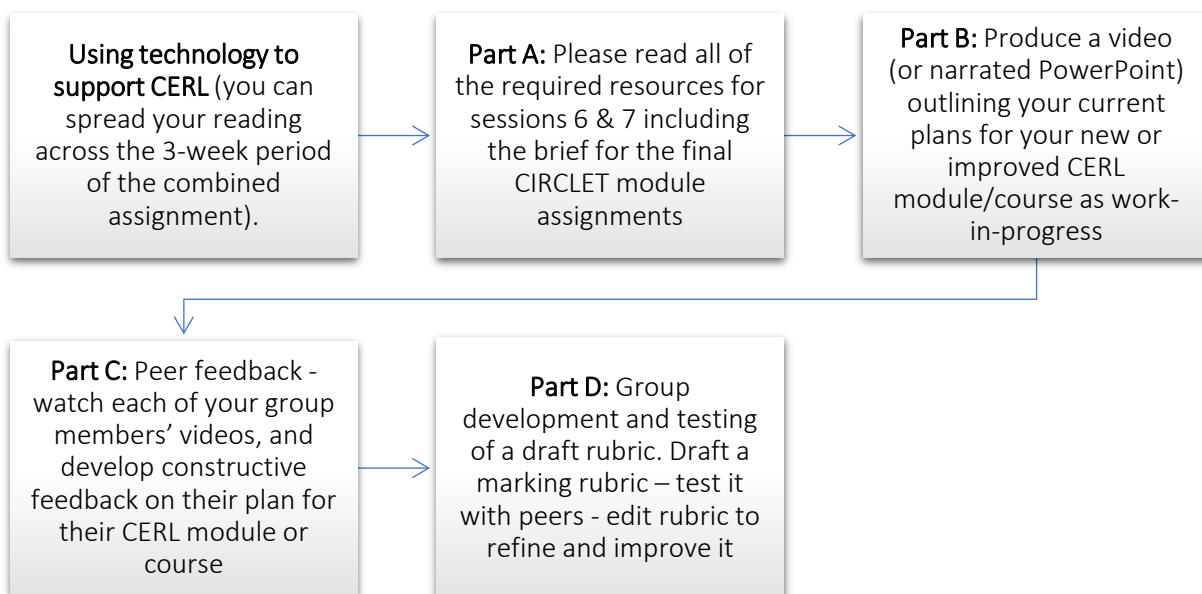
Time	Task
0.02	Meet and greet, give an overview of session and introduce community partner
0.04	Individual reflection using 2 photographs or your choice. Reflect on the role that the context plays in the way the photograph is interpreted and note any assumptions you may have made.
0.10	Group discussion - Share ideas/ reflections from the photograph exercise with the community partner – what is useful to take away for you and your students for your work with community partners?
0.25	Group work - discuss and prepare a draft agenda /approach for your first meeting with the community partner to discuss planning a CERL project? Use an online collaboration tool to record the draft agenda/approach. Share and discuss with the community partner.
0.55	Quick check-in about next week's assignment, any questions and thanks

Session 6 - Using technology to support CERL

(see detailed session plans in Part 3)

Summary: Session 6 and session 7 (Assessment and Feedback) have a combined assignment, allowing participants to work in groups and deepen their learning by exploring these themes together. For session 6, on technology enhanced learning and collaboration, we have selected a range of resources on facilitating learning and collaboration online, from online collaboration platforms to interviews with educators, and from blended learning planning tools to readings showing how technology is facilitating digital social innovation.

A. For **participants:** pre-webinar tasks, including weekly assignments for session 6 & 7



B. For **participants:** pre-webinar reading/resource lists for session 6

Guiding question: What concepts, tips and strategies can be useful to you in rethinking your module(s) to include CERL – both in terms of facilitating learning, and facilitating collaboration?

C. For **facilitators:** webinar plans for session 6

Time	Task
0.02	Welcome everyone. Introduce structure of session. Icebreaker and stretch!

0:05	Introduce Problem-solving and the Thinking Hats (Edward de Bono's). Participants will consider a number of dilemmas/challenges that community partners have encountered when doing CERL projects. Participants vote on which challenges they would most like to address in the exercise. Use an online collaboration tool to capture ideas during the session.
0:15	Individual work – participants pick least one of the challenges to reflect on and work through each of the 6 Thinking Hats using an online collaboration tool to add comments.
0:25	Group work – full group discussion or break out groups, participants discuss key ideas for preventing or solving the challenges
0:43	Discussion on key takeaways and learning from the group work
0:55	Next steps, questions on next week's assignment and thanks

Session 7 – Assessment and Feedback

(see detailed session plans in Part 3)

Summary: Session 7 resources explore different types of assessment of learning – formative and summative – and frameworks and rubrics to guide the process; how assessment and feedback relate to learning outcomes and competencies; and online approaches to assessment and feedback – all in the context of CERL.

A. For **participants:** pre-webinar tasks, including weekly assignments for session 7

This is a combined assignment with session 6, above, so please see that section for details.

B. For **participants:** pre-webinar reading/resource lists for session 7

Guiding question: How can you design engaging assessments, and give prompt and constructive feedback, to support your students to achieve the learning outcomes through their CERL project(s)?

C. For **facilitators:** webinar plans for session 7

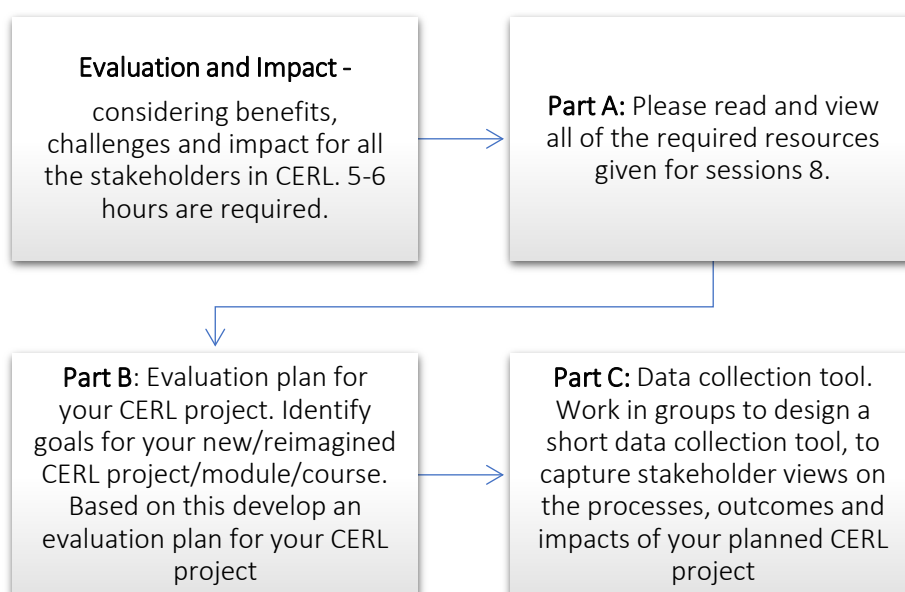
Time	Task
0:02	Welcome everyone. Stretch! Reminder of the 3 aspect of assessment - assessment as learning/for learning/of learning. Give general feedback on themes emerging from the rubrics they produced, and from the testing process they used in their assignment.
0:10	Individual reflection – read the final assignment brief, and the draft synthesised rubric, respond by placing comments in the online collaboration tool.
0:20 or 0:25	Bring the groups through the online collaboration tool together, focusing on the really big issues that participants have identified in it. Once the critical issues have been addressed, any other minor decision items can be worked through if there is time.
0:50	Next steps: based on the decisions made post the latest version of the rubric in the VLE. Invite participants to add any comments and suggestions for improvements within 2 days. The facilitator/s should take 2 mins to share their reflection on this process of co-designing the rubric
0:55	Next steps, questions on next week's assignment and thanks

Session 8 – Evaluating CERL projects

(see detailed session plans in Part 3)

Summary: This session focuses on evaluating CERL processes and outcomes – capturing the impact of the project on all the participants. CERL projects benefit from being designed so that their outcomes and impacts align with institutional, regional and national strategies and policies. The pre-webinar resources include materials on relevant strategies and metrics at a regional/national level for a range of countries, as well as universities.

A. For **participants**: pre-webinar tasks, including weekly assignments for session 8



B. For **participants**: pre-webinar reading/resource lists for session 8

Guiding question: What kind of impact are you aiming for with your CERL project(s) – for each of the stakeholders, and more broadly? How do these align with your university/regional/national strategic priorities? How can you potentially evaluate your CERL project(s) with participants to make sure you are progressing towards these desired impacts?

C. For **facilitators**: webinar plans for session 8

Time	Task
0.02	Welcome everyone. Introduce the session. Stretch!

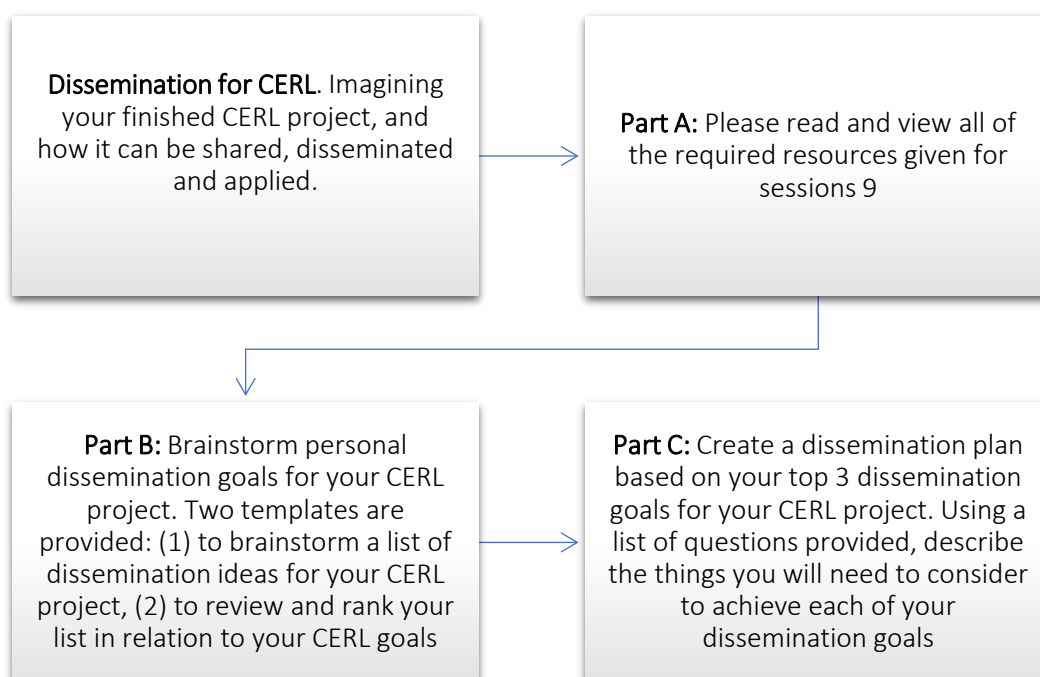
0:04	Short discussion in pairs on what impacts they wanted to capture in the evaluation plan they submitted for the assignment using keywords for describing impacts: Increase, Decrease, Attain, Maintain
0:20	Short slide presentation from the facilitators summarising the impacts in the evaluation plans they submitted for the assignments
0:25	Welcome and introduction to the community partner. Full group discussion of impacts identified – facilitator to take notes
0:55	Next steps, questions on next weeks assignment and thanks

Session 9 – Data protection and dissemination

(see detailed session plans in Part 3)

Summary: The pre-webinar resources include materials on dissemination for CERL. The materials cover top tips and methods for dissemination, good practices – including challenges and key things to consider for dissemination, and introductory material on Open Access.

A. For **participants:** pre-webinar tasks, including weekly assignments for session 9



B. For **participants:** pre-webinar reading/resource lists for session 9

Guiding question: How will you embed dissemination activities into your CERL plans, and link your plans to your academic profile enhancement goals?

C. For **facilitators:** webinar plans for session 9

Time	Task
0.02	Welcome everyone. Introduce the session. Stretch! Assignment deadline reminder
0.05	Facilitator provides a very short reflection on some of the ideas in the dissemination assignments submitted by participants

0.10	Individual work - Story telling: this exercise is about dreaming up and imaging possibilities for your CERL project. Use an image to encapsulate the story of the CERL project
0.20	Group work – share the details of your imagined story about your CERL project. Listen and give feedback to others stories
0.30	Library service staff share advice on dissemination and data management
0.55	Next steps, reminder about the final assignment, and thanks

PART 3: DETAILED MODULE MATERIALS

Module descriptor

Module Title:	(Re)Designing modules to embed Community Engaged Research & Learning into the HE curriculum
School Responsible:	Learning, Teaching and Technology Centre

Module Overview:

The purpose of this innovative 5 ECTS online postgraduate module is to support academic staff who want to learn in depth about how to reimagine modules/courses to embed community engaged research and learning (CERL) into the curriculum in Higher Education. The module may also be available to PhD students who have scheduled teaching hours, who want to design/adapt the modules they teach to include CERL. The module is at level 9, and is worth 5 ECTS credits. In order to facilitate inter-institutional and even transnational peer learning, the module will be implemented entirely online. This elective module can be taken as part of the LTTC suite of taught postgraduate programmes, or as part of a structured PhD programme (where the student has scheduled teaching hours in a HEI), or as a stand-alone CPD module.

One of the requirements for assessment is that the participants design and plan for a CERL project which they will run with their students on one of their modules. The topic for the project will be agreed in collaboration with a community partner (with the support of the Programme for Students Learning With Communities where relevant), along with the project plan and timeline, which must be signed off by a community partner. This should ensure that within a year, each participant implements a module with their students where they engage in CERL, thereby enhancing both their and their students' learning and skillsets.

Learning Outcomes (LO)

On Completion of this module, the learner will be able to:

1	Evaluate relevant sources on civic and community engagement as a concept and set of practices, and particularly on embedding civic and community engagement into the higher education curriculum.
2	Transform a module they teach, through meaningful and respectful stakeholder engagement, to incorporate a community engaged research or learning project that is aligned with student learning outcomes, incorporates learner reflection and responds to community priorities.
3	Evaluate and reflect on their own learning in terms of their development of key skills: communication skills (using a variety of media), interpersonal skills, citizenship/cultural awareness, organising skills, teamwork skills, critical reflection, anticipation, flexibility, responsiveness, inclusivity, resilience, conflict resolution.
4	Select and/or develop an appropriate method to capture the benefits, challenges and impacts of curriculum-based engagement for all stakeholders.
5	Demonstrate an understanding of the strengths and vulnerabilities of community partners, in a range of different contexts (considering local, national and other factors, including policy contexts), as well as of their live research interests and agendas.

Indicative Syllabus:

- The principles, philosophy, and effective practices of community engaged research and learning (CERL).
- Re-imagining modules in Higher Education to include CERL, including case studies from a range of disciplines.
- Understanding community partners (including civil society organisations) – exploration of contexts, and community partners’ perspectives on CERL collaboration.
- Collaboration with community partners – ethics and practical considerations for partnership working.
- Reflective practices and approaches, with a particular focus on the knowledge, skills and attitudes essential to CERL in HE.
- Assessing and evaluating CERL projects.
- Open access, dissemination, and maximising the impact of CERL projects with all stakeholders.

Learning and Teaching Methods:

The module will be implemented entirely online. It will focus on high-quality online interaction between a small number of participants (maximum 20) in order to maximise the impact of their learning. A flipped classroom approach will require participants to engage with course content at a time that suits them before each webinar, including small assignments that form part of their overall module assessment, so that weekly webinar time is focused on interaction and feedback between participants - 1 hour facilitated interaction each week for 10 weeks.

Total Teaching Contact Hours

20

Total Self-Directed Learning Hours

80

Module Delivery Duration:

One semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Redesigned module descriptor and assessment plan, including detailed module delivery and evaluation plan, and CERL project plan and timeline agreement form signed with community partner for first implementation of project.	Not weighted, assessment must be passed	2, 4
Summative reflection on learning throughout module (including excerpts from formative reflection blog), responding to key prompts provided – to include references and/or annotated bibliography.	Not weighted, assessment must be passed	1, 3, 5
Small continuous assessments during semester (e.g.: do peer review of a colleague's reflection; produce a	Not weighted,	1,2,3,4,5

<p>group summary of the opportunities and challenges facing community organisations in each of your local contexts - e.g. in mindmap format; contribute to a twitter poster conference on learning to date; contribute to an online debate; blog/vlog).</p>	<p>assessment must be passed</p>	
<p>Module Specific Assessment Arrangements (if applicable)</p>		
<p>(a) Derogations from General Assessment Regulations</p>	<p>Assessments can only be resubmitted within the same academic year. The module cannot be repeated externally.</p>	
<p>(b) Module Assessment Thresholds</p>	<p>All assessments must be passed.</p>	
<p>(c) Special Repeat Assessment Arrangements</p>	<p>Students can resubmit assessment on an agreed timescale with the module coordinator. Assessments can only be resubmitted within the same academic year.</p>	

Essential Reading: (author, date, title, publisher)

Boland, J.A. (2014). Orientations to civic engagement: insights into the sustainability of a challenging pedagogy. *Studies in Higher Education*, 39(1), 180-195.

<http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf>

Mason O'Connor, K., McEwen, L., Owen, D., Lynch, K., and Hill, S. (2011 August). *Literature review: Embedding community engagement in the curriculum: An example of university-public engagement*. National Coordinating Centre for Public Engagement, University of Gloucestershire, and the Higher Education Academy.

https://www.publicengagement.ac.uk/sites/default/files/publication/cbl_literature_review.pdf -

Tassone, V. and Eppink, H. (2016, June 30). The EnRRICH Tool for Educators: (Re-)Designing curricula in higher education from a "Responsible Research and Innovation" perspective. EnRRICH Project. [https://www.livingknowledge.org/fileadmin/Dateien-Living-](https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf)

[Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf](https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf)

Donahue, D.M. and Mitchell, T.D. (2010). Critical Service Learning as a Tool for Identity Exploration. *Diversity and Democracy* 13 (2)

<https://www.aacu.org/publications-research/periodicals/critical-service-learning-tool-identity-exploration>

Centre for Social Justice and Community Action, Durham University (UK) and National Coordinating Centre for Public Engagement (UK). (2012) *A guide to ethical principles and practice*. Retrieved January 17 2022, from

<https://www.dur.ac.uk/resources/beamcon/CBPREthicsGuidewebNovember20121.pdf>

Ernesto, S. (2012) *Want to help someone? Shut up and listen*. TED Conferences. Retrieved January 17 2022, from

https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen/transcript

Stoecker, R., & Tryon, E. (2008) *The Unheard Voices; Community Organizations and Service Learning*. *Journal of Higher Education Outreach and Engagement*, Volume 12, Number 3.

https://www.researchgate.net/publication/37708005_The_Unheard_Voices_Community_Organizations_and_Service_Learning

National Forum for the Enhancement of Teaching and Learning in Higher Education (2017). *Expanding our Understanding of Assessment and Feedback in Irish Higher Education*. DOI: 10.6084/m9.figshare.4786300. Retrieved July 28, 2021 from

<https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/95.-NF-2017-Expanding-our-Understanding-of-Assessment-and-Feedback-in-Irish-Higher-Education.pdf>

Owen, D. and Hill S. (2011). *Embedding Public Engagement in the Curriculum: A Framework for the Assessment of Student Learning from Public Engagement*. National Coordinating

Centre for Public Engagement. Retrieved July 28, 2021 from https://www.publicengagement.ac.uk/sites/default/files/publication/assessing_student_earning_from_pe.pdf

Holland, B.A. (2001). A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships. *New Directions for Higher Education*, 51-60. <https://doi.org/10.1002/he.13>

National Service-Learning Clearinghouse. (n.d.). *Educators' Guide to Service-Learning Program Evaluation*. Retrieved October 13, 2021 from https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/Toolbox/LK_E_EvaluationToolkit.pdf

McDavitt, B., Bogart, L. M., Mutchler, M. G, Wagner, G. J., Green, H. D. Jr, Lawrence, S. J, et al. (2016). Dissemination as Dialogue: Building Trust and Sharing Research Findings Through Community Engagement. *Preventing Chronic Disease*, 13: 150473. Retrieved November 09, 2021 from <https://www.researchgate.net/publication/297893166>

Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith, G. R., and Gehlert, S. (2010). The Challenges of Collaboration for Academic and Community Partners in a Research Partnership: Points to Consider. *Journal of Empirical Research on Human Research Ethics*, 5(1), 19–31. Retrieved November 09, 2021 from <https://www.researchgate.net/publication/42253923>

Supplemental Reading: (author, date, title, publisher)

Strand, K.J., Cutforth, N., Stoecker, R., Marullo, S., Donohue, P. (2003) *Community-Based Research and Higher Education: Principles and Practices*, Jossey-Bass.

Farnell, T. (2020). *Community engagement in higher education: trends, practices and policies*. NESET report. Publications Office of the European Union. doi: 10.2766/071482 https://nesetweb.eu/wp-content/uploads/2020/07/NESET_AR1-2020_analytical-report.pdf.

Campus Engage and Irish Research Council (2017) *Engaged Research: Society and Higher Education Addressing Grand Societal Challenges Together*, Campus Engage http://www.campusengage.ie/wp-content/uploads/2019/01/FINAL-JAN-16_ER-Report-2016-Jan-v2.pdf

Campus Engage Participate programme resources –available at <http://www.campusengage.ie/our-work/students-learning-with-communities/resources/>

Siefer, S.D. and Connors, K. (eds) (2007) *Faculty Toolkit for Service-Learning in Higher Education*, Community-Campus Partnerships for Health/ Learn and Serve America https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/Toolbox/LK_E_Faculty_Toolkit_Service_Learning_HEI_.pdf



Session 1 - Introduction to Community Engaged Research & Learning (CERL) and to the module

For **participants**: pre-webinar tasks, including weekly assignments for session 1

Welcome to the first session of our online module. This session is an introduction to the community engaged research and learning module, and to your peers. The short videos and audio recordings in the pre-webinar resources introduce you to the experiences of lecturers, students and community partners from different countries, and give you an idea of the range of community engaged research and learning (CERL) projects that can take place.

There are a number of quick tasks, rather than assignments, to help you prepare for the module.

Deadline for tasks: Parts A to C

Part A: Pre-webinar resources.

This week you are being asked to read and view a small number of short introductory resources, please see the pre-webinar reading/resource list.

Part B: Introduce yourself on the VLE

Please add a short introduction to yourself to the VLE discussion board 'introductions' topic. You should start a thread with your name as title, and explain who you are, what you find exciting about CERL, what you want to learn on this module, and what subject/module you're hoping to transform with CERL. Please also include one interesting non-work-related fact about yourself. You should also upload a photo of yourself to your profile in the VLE.

Part C: Make an entry in your reflective online journal (and share it in the discussion board of the VLE)

We are asking you to keep an online reflection journal as a way to gather data for your final assignment, which requires you to submit a reflection summarising your learning from the module. Regular reflection will also support you to pull out the learning from the module for yourself, in the same way that you will be asking, and supporting, your students to reflect to pull out the learning from their CERL projects. We will give you regular prompts to guide your reflections, and you can also use your reflection journal to note any significant learning. We will occasionally ask you to share the link with us so that we can review your progress.

For this week, please paste into your reflective journal the material you wrote for task B: what you find exciting about CERL, what you want to learn on this module, and what subject/module you're hoping to transform with CERL. There is no need to share this with us.

Finally, please be signed into the VLE on XXX at XXXX time, ready to participate in the webinar.

We're looking forward to working with you!



For **participants**: pre-webinar reading/resource lists for session 1

Required Pre-reading - to be done before webinar. Please read/view *all* required sources.

Guiding question: What do you find exciting in what you read or watch, and why?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style.

If you feel you would like to post ideas and reflections on any of these sources in the discussion board in the Virtual Learning Environment (VLE), to facilitate discussion among peers, and a more interactive learning style, please do!

Introduction to the module: these are all short resources.

Reflections from previous module participants: <https://circlet.eu/testimonials/> - Please scroll down to the last 2 reflections, which relate to the CIRCLET module, and listen to the audio recording as well.

The module final assignments.

Introduction to Community Engaged Research and Learning (CERL): Very short accounts from stakeholders talking about their experiences

Queen's University Belfast (2020, July 10). *A student's experience- Share Village*. Science Shop. <https://www.qub.ac.uk/sites/ScienceShop/Students/>

Please scroll down to the Share Village case study and watch that video.

Matolay, R., and Pataki, G. (2016, November 24). Untitled. Living Knowledge. <https://www.youtube.com/watch?v=811CXdOprms>

Antón, M. (n.d.). *It's really satisfying to see that your participative final project can have a real influence on society*. Universitat Oberta de Catalunya. Retrieved 19 July 2021, from http://cv.uoc.edu/estudiant/mes-uoc/en/actualitat/noticies/comunitat/arxiu/2019/entrevista_doble_treballs_collaborati-us.html

O'Rourke, P. (2020, May 5). *Community Engaged Research and Learning, A lecturer's perspective*. Students Learning With Communities TU Dublin.
<https://www.youtube.com/watch?v=BtEHj-2HqCg>.

Bresseleers, M. (2020, September 14). *CIRCLET Reflections: Community Partner Discusses Working with VUB Students*. SLWC TU Dublin.
<https://www.youtube.com/watch?v=HHeyjQnXHos>

The assignment for Session 2

Please make sure to read the 'Introduction to session 2, and pre-webinar assignment' document in the VLE.

If you have any questions about the assignment, please note them and bring them to the first webinar. We will answer your questions towards the end of the webinar.

On CERL in the curriculum (Note this is only required reading for participants who are new to the practice of CERL):

McIlrath, L. and McDonnell, C. (n.d.). *Community Based Learning – An Introductory Guide for Higher Education Staff*. Campus Engage. Retrieved July 19, 2021 from <http://www.campusengage.ie/wp-content/uploads/2018/12/Community-Based-Learning-WEB.pdf>

Optional further resources:

You can get started on the pre-released resources for the session 2 assignment if you like, these will be available in the VLE.

For **facilitators**: webinar plans for session 1

Time	Task
0.02	<p>REMEMBER TO START RECORDING!!!!</p> <p>Welcome everyone, tell them you're really looking forward to learning with them on the module. (Check camera capacity).</p> <p>Ask participants to stand up and wave their arms around and stretch for 10 seconds – in case they've been sitting all morning. Remind the participants to feel free to stand or switch between sitting and standing during the webinar, as long as they can still be seen and heard by the other participants!</p> <p>Orientation / Feelings in the room/ flipped classroom. Ask the participants:</p> <ul style="list-style-type: none"> - Where is your focus now – how much of your attention is focused on this webinar right now? [Poll options: All of your attention; Most of your attention; Some of your attention; Still working on arriving mentally in the webinar!] Remind them that it's normal to need a bit of time to settle into a new experience like this, and that even the act of noticing that they're not yet focused can itself help them to focus. - How experienced do you feel you are in terms of community engaged research and learning in comparison with the average of the other participants? [Poll options: more experienced, about average, less experienced] Note when sharing the results of this poll, most people will probably select 'below average', so remind that that's not statistically possible (the average would have to be the mid-point of all responses), so they're probably underestimating their experience. Everyone is bringing valuable ideas and experience, even if they haven't done much on CERL. - How confident would you feel about taking the microphone in one of these webinars? [Poll options: very confident, fairly confident, neutral, not confident, dreading the prospect] This one is useful for you as facilitator to gauge how likely participants are to speak up in the session, or whether you'll need to keep a very close eye on the chat if they're more likely to use that. - Did they do all the preparatory reading/viewing and tasks for today's session? [Poll options: all; most; about half; less than half; none] Remind the participants that preparatory reading/viewing is essential as flipped classroom and continuous assessment will be very difficult to catch up if they fall behind.
0.15	Short reflection

	<p>Next a short individual reflection exercise called Photospeak. Participants have 3 minutes for individual reflection, as follows:</p> <ul style="list-style-type: none"> • Go to unsplash.com, scroll through the images, and pick an image that you feel captures how they are feeling now, at the start of this module (you can also do a search if you're looking for something specific – or choose an image from your own files). • Copy the image and paste it into a document (and also copy the specific image link) • Quickly write a few notes to capture thoughts on how they are feeling now. <p>This document will be the start of their reflection journal, which the facilitators regularly prompt them to work on.</p>
0.20	<p>Brief introductions.</p> <p>Part of the session is to start building a community, and to help the participants to get to know each other, so put the participants into small breakout groups of 4 or 5 – these will be the quads they will be working in for group feedback and groups tasks for at least the first half of the module. Once they are in the breakout rooms ask the participants to quickly appoint a timekeeper to keep an eye on the timer to make sure each person gets their time – each person will have 2-3 minutes to share!</p> <p>When introducing themselves invite participants to say:</p> <ul style="list-style-type: none"> - Their name, what university they work in, and what broad subject area(s) they teach, then share their picture in the chat or by sharing their screen, and explain how it captures how they are feeling now about starting this module.. <p>[insert details of breakout groups and participants for yourself here]</p>
0:40	<p>Exercise on Challenges and possible solutions.</p> <p>Before the session set up an online whiteboard [suitable platforms might be Scrumblr, Padlet etc]. At this point in the session, post the link to it in the chat</p> <p>Instruct the participants to take 3 minutes to think about what challenges they might face in the course of this module.</p> <p>They should pop them onto the whiteboard on post-its, starting each one with the word 'challenge'.</p>

	<p>After 3 minutes, instruct them to look at their own challenges, and those that other people have posted, and see can they think of ways in which any of these could be reduced, or addressed, or even solved. They should add their ideas to the whiteboard on post-its next to the challenges, starting each post-it with the word 'idea'. They, and you, have 5 minutes to contribute as many ideas as possible.</p> <p>After the session you might like to download or screenshot the whiteboard, and save it in the VLE as a resource for participants if they find themselves facing challenges during the module.</p>
0:50	<p>Reminder re flipped format of webinars: interaction based on pre-reading and exercises, essential to attend, and to have done the preparatory work.</p> <p>Quick poll to see how many participants have read next week's assignment.</p> <p>If not many of them have read it, you will need to present a quick summary of the assignment, explaining that you won't do this in future webinars as it wastes their precious time. Ask if there are any questions about the assignment?</p> <p>Remind participants of the date and time of this week's drop-in office hour</p> <p>_____</p> <p>Sign off by thanking them, saying you're looking forward to seeing them next week</p>

[Link to webinar slide presentation session 1.](#)

Session 2 - CERL in the curriculum

For **participants**: pre-webinar tasks, including weekly assignments for session 2

This session is an overview of community engaged research and learning, and of how, and why, it can be embedded into the curriculum in higher education.

The readings and videos explore theories which underpin community engaged research and learning (CERL) in the curriculum; practical guides to CERL; competencies you might like your students to develop; lecturers' motivations for building CERL into their teaching; and short CERL case studies.

You will need to allow 5-6 hours to complete all of the tasks for session 2. You should allow the same number of hours for the tasks for each of the remaining module sessions, and possibly a little more for the group work tasks.

By the end of this session, you should be better able to:

- Evaluate relevant sources on civic and community engagement as a concept and set of practices, embedded in the university curriculum
- Transform a module you teach, through meaningful stakeholder engagement, to incorporate community engaged research or learning, aligned with student learning outcomes
- Evaluate and reflect on your own learning in terms of your development of key skills

Deadline for assignments: Parts A to C

Part A: Pre-webinar readings.

You are being asked to read and view the resources given. Please note you must read/watch **all** of the required reading sources.

Part B: Response to resources.

After you've done the reading and viewed the videos, we would like you to record a **4-minute** audio response to your reading and viewing and upload it to the discussion board in the VLE, to the Session 2 Part B topic. Please start a thread with your name on it and put your audio recording (or a link to it) there.

Please address the following questions in your response to these sources:

- What do you take from these resources as being important design principles for CERL?
- How can these principles help you to include or deepen community engaged research and learning in your own teaching?

In your response please consider, and clearly identify, at **least three sources** you have read:

- the EnRRICH Tool and/or Josephine Boland's article
- 2 other sources, at least one of which should be from those we have provided. You can discuss another source which you identify as relevant – if you do, please make sure you reference the source clearly in your response.

You can use any audio recorder you are already familiar with, including the audio recorder on your phone, or if you haven't made an audio recording before, you can use vocaroo.com.

Part C: Reflection on use of rubric.

After you have completed part B, please write or record a short reflection, 200 words approximately. In it you should consider:

- how you used the assignment marking rubric for guidance when you were producing part B of your assignment.
- what you have learned that can help you to use (or better use) marking rubrics with your own students, for CERL projects and other assignments.

You should upload your reflection to the discussion board in the VLE, to the Session 2 Part C topic. Please start a thread with your name on it and put your reflection (or a link to it) there.

You should also copy your reflection and save it in your e-portfolio/ reflection journal.

Please refer to the assignment marking rubric below for further detail on what is required in these assignments.

Enjoy the learning in this session!

Marking Rubric for Session 2 Assignment:

	Pass/ Achieved fully	Pass/ Achieved (borderline)	Refer/ Not yet achieved (borderline)	Refer/ Not yet achieved
<i>Selection, description and analysis of relevant ideas from sources to develop design principles for CERL.</i>	<ul style="list-style-type: none"> • Very relevant CERL design principles described • Clearly derived from own analysis of sources. • At least 3 core CERL sources, as specified. • Clearly referenced 	<ul style="list-style-type: none"> • Design principles are somewhat relevant to CERL. • Could be more clearly derived from careful analysis of sources. • The 3 sources may not be central to CERL, or as specified (eg EnRRICH Tool not included). • References not fully clear. 	<ul style="list-style-type: none"> • Design principles aren't clearly identified, although groundwork is there. • Not sufficiently related to ideas from sources, or simply taken from them without analysis. • Sources have not enough relevance to CERL. • All sources can't be clearly identified from references 	<ul style="list-style-type: none"> • Little or no attempt at identifying design principles • Little or no link to sources cited, or no sources cited • Ideas from sources are not relevant to CERL. • Little or no referencing
<i>Considered and reflective application of CERL design principles and ideas to own CERL practice/plans</i>	<ul style="list-style-type: none"> • Evidence of thoughtful and/or creative application of CERL design principles to developing/ adopting or improving own CERL practice/plans. 	<ul style="list-style-type: none"> • Application of CERL design principles and ideas from sources to own CERL practice/plans could be more thoughtful and/or creative – it is just adequate. 	<ul style="list-style-type: none"> • Very limited application of CERL design principles and ideas from sources to own CERL practice/plans 	<ul style="list-style-type: none"> • Little or no application of CERL design principles and ideas to own CERL practice/plans

<i>Audio production</i>	<ul style="list-style-type: none"> • Good sound quality • 4 minutes exactly, or up to 30 seconds longer or shorter. • Clear structure 	<ul style="list-style-type: none"> • Fair sound quality • Between 3 and 5 minutes long. • Structure could be clearer 	<ul style="list-style-type: none"> • Sound quality is poor at times • Less than 3 minutes or more than 5 minutes • Structure not very clear 	<ul style="list-style-type: none"> • Difficult to hear • Disregards time limit entirely • Impossible to follow structure
<i>Reflection on use of rubric, and learning about rubrics</i>	<ul style="list-style-type: none"> • Very thoughtful reflection showing significant learning • Very close to 200 words 	<ul style="list-style-type: none"> • Adequate reflection, with limited evidence of learning • Noticeably over or under 200 words but between 150 and 250 	<ul style="list-style-type: none"> • Superficial reflection, little evidence of learning • Shorter than 150 words or longer than 250 	<ul style="list-style-type: none"> • Reflection not relevant or thought-out. • Disregards word limit entirely

For **participants**: pre-webinar reading/resource lists for session 2

Required Pre-reading - to be done before webinar. Please read/view *all* required sources.

Guiding question: What do you take from these resources as being important design principles for CERL, and in what way could/do you apply these principles in rethinking your module(s) to include or improve CERL?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style.

If you feel you would like to post ideas and reflections on any of these sources in the discussion board in the VLE to facilitate discussion among peers, and a more interactive learning style, please do!

Note - resources marked with an asterisk* are short resources that you could view or read on your coffee break :)

Short introductions to experiential and transformative philosophies of education, which underpin CERL.

Mason O'Connor, K., McEwen L., Owen, D., Lynch, K., and Hill, S. (2011). *Literature review: Embedding community engagement in the curriculum: An example of university-public engagement*. NCCPE, University of Gloucestershire, HEA.

https://www.publicengagement.ac.uk/sites/default/files/publication/cbl_literature_review.pdf – *Please read pages 13-15

*McGuire, S. (n.d.). *Incorporating Metacognition Strategies Into The Classroom*. Innovative Educators. Retrieved July 19, 2021 from <https://www.youtube.com/watch?v=iXKy1EI7nU0>

On CERL in the curriculum (Note this is only required for participants who are new to the practice of CERL):

*The Community Engaged Learning Service (n.d.). *Five steps to developing a Community Engaged Learning programme, module or project*. UCL Arena Centre. Retrieved July 21,

2021 from <https://www.ucl.ac.uk/teaching-learning/publications/2019/nov/five-steps-developing-community-engaged-learning-programme-module-or-project>

*Keegan, J. (2020, May 5). *Community Engaged Research and Learning, A lecturer's perspective*. Students Learning With Communities, TU Dublin.

https://www.youtube.com/watch?v=2_KzLnBtN5M

Theory and evidence for CERL

Boland, J.A. (2014). Orientations to civic engagement: insights into the sustainability of a challenging pedagogy. *Studies in Higher Education*, 39(1), 180-195.

<http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf>

Mason O'Connor, K., McEwen, L., Owen, D., Lynch, K., and Hill, S. (2011 August). *Literature review:*

Embedding community engagement in the curriculum: An example of university-public engagement. National Coordinating Centre for Public Engagement, University of Gloucestershire, and the Higher Education Academy.

https://www.publicengagement.ac.uk/sites/default/files/publication/cbl_literature_review.pdf - *Please read pages 16-18.

Tassone, V. and Eppink, H. (2016, June 30). The EnRRICH Tool for Educators: (Re-)Designing curricula in higher education from a "Responsible Research and Innovation" perspective. EnRRICH Project.

https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf

This is a framework for integrating Responsible Research and Innovation, or RRI (a term that relates closely to CERL) into the curriculum: Please read pages 4-6, and pages 9-18.

Farnell, T. (2020). *Community engagement in higher education: trends, practices and policies*. NESET report. Publications Office of the European Union. doi: 10.2766/071482

https://nesetweb.eu/wp-content/uploads/2020/07/NESET_AR1-2020_analytical-report.pdf.

*Please read the executive summary, pages 6-10.

Case studies

When viewing these videos please think about the following prompts:

- What are the strengths of these projects?
- What are the challenges for each of the participant groups (students, lecturers, community partners)?

*Gilligan, J. (2020, May 5). *Community Engaged Research and Learning – A Lecturer Perspective*. Students Learning With Communities TU Dublin.

<https://youtu.be/9TiSqvfUog8>

*Boland, S., Keenan, L., and McEvoy L. (2020, May 5). *Community Engaged Research and Learning – A Community Perspective*. Students Learning With Communities TU Dublin.

<https://youtu.be/jBN2I-O6Zk4>

Please note these community partners are describing their experiences on the same TU Dublin CERL computing project as Gilligan (2020).

*Stephens, A. (2020, September 14). CERL Research Project & Science Shop - Queen's University, Belfast - Student Reflection. Students Learning With Communities TU Dublin

<https://www.youtube.com/watch?v=vS4ISzRor2Q>

The assignment for Session 3

Please make sure to read the session 3 introduction, which includes the assignment details, before the session 2 webinar. You will have a chance to ask questions about the assignment at the end of the webinar.

The session 3 materials will be released in the VLE on: *insert date*

Optional further reading:

For technical support on your assignments:

*Kieft, J. (2020, February 26). *A guide to using Vocaroo voice recorder*.

https://www.youtube.com/watch?v=OBLhq_I-TN4

Relating to CERL

Seifer, S.D. and Connors, K. Eds. (2007). *Community Campus Partnerships for Health - Faculty Toolkit for Service-Learning in Higher Education*. National Service Learning Clearinghouse. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/Toolbox/LK_E_Faculty_Toolkit_Service_Learning_HEI_.pdf

Alden Rivers, B., Armellini, A., Maxwell, R., Allen, S. and Durkin, C. (2015). Social innovation education: towards a framework for learning design. *Higher Education, Skills and Workbased Learning*. 5(4), pp. 383-400. DOI: 10.1108/HESWBL0420150026

<http://nectar.northampton.ac.uk/7601/1/AldenRivers20157601.pdf>

This is not specifically about CERL, but very closely linked to it

*TEFCE project (2018, December). *Policy Brief: A European Framework for Community Engagement in Higher Education: Why and How?*

<https://drive.google.com/file/d/11VSBBQDjQrfqt63Yq11OhqtSfGnsZR5k/view>.

Urias et al (2019). A framework for Science Shop processes: Results of a modified Delphi study. *Futures* 123.

<https://www.sciencedirect.com/science/article/pii/S0016328720301038>

*Please read sections 1 and 2 – a history of Science Shop/ CERL structures in Europe.

*Moriau, L., De Marrée, J., Bertone, J., Keersmaekers, F., and Huysmans M. (2020, August 16). *Designing CERL*. Community Engaged Research and Learning VUB.

https://www.youtube.com/watch?v=pi-uQP8A-_A&list=PLtReB14LfWdNanSuqSyojJNeSpCrpNTb0&index=18

Relating to constructivism (constructivism as a framework underpins CERL).

*Educational Broadcasting Organisation (2004). *What is Constructivism?* Retrieved July 27, 2021 from

<https://www.thirteen.org/edonline/concept2class/constructivism/index.html>

UCD Teaching and Learning (n.d.). *Education Theory: Constructivism and Social Constructivism*. Retrieved August 24, 2021 from

http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism

You can also start work on next week's pre-webinar resources, in the VLE

For **facilitators**: webinar plans for session 2

Time	Task
0.02	<p>REMEMBER TO START RECORDING!!!!</p> <p>Welcome everyone.</p> <p>Invite participants to stand up and wave their arms around and stretch for 10 seconds – in case they’ve been sitting all morning.</p> <p>Reminder that local coordinators will be collecting case studies to promote/disseminate their CERL projects in due course, so make sure to record your thinking, progress etc.</p> <p>Camera capacity - if anyone didn’t get to use their camera last week, and can’t use it now, can you put your hand up and we’ll ask someone else to turn off their camera for now.</p>
0.04	<p>Quick poll: is there anything blocking their learning or their progress on the exercise/assignments’</p> <p>Ask question, look at what emerges on top in the poll, ask anyone who picked that to take the mike to say why, or type their reason into the text box.</p> <p>Emphasise that they might like to add their response to their reflection journal.</p>
0.10	<p>Discussion of ideas from assignments.</p> <p>Reminder re flipped classroom and the importance of the assignments.</p> <p>Pick out general points to praise the group for, in relation to the assignments. Pick a few to highlight and ask those people would they like to say a few words to elaborate on their ideas. Encourage others to comment/ask questions about what they’re hearing in the chat.</p>
0:25	<p>Q+A with guest lecturer and student</p> <p>Welcome guest lecturer and student. Ask if people would turn off cameras, unless they’re asking a question, or listening to a response to their question.</p> <p>Ask guest lecturer with what their key tips or pointers would be to a lecturer starting or looking to deepen their CERL practice. Then open to questions. They can take the mike or type into chat.</p> <p>Possible questions if people are shy:</p> <p>Question:</p> <ol style="list-style-type: none"> 1. How do you think lecturers can prepare and support students for the communication and partnership working processes? 2. If you could go back and do one thing differently, what would that be?

	<ol style="list-style-type: none"> 3. How you did reflect on your learning as you went along, and/or afterwards? 4. What key message would you give to a new community partner who was starting on a community engagement project with a student or group of students – what would you like them to be aware of, or to think about, or to plan for, or prepare? 5. What surprised you most about yourself as a lecturer while working on this project? 6. If you could enhance one aspect of your project, what would it be and how? 7. What is your biggest take away from this project – the thing you most talk about? 8. Has there been a specific situation or challenge you faced and overcame that you think the skills you learned from your community engaged research project helped you with?
0:55	<p>Any questions on next week’s assignment? Quick reminder re module handbook for referencing.</p> <p>Reminder re the drop-in office hour</p> <p>Sign off by thanking them, looking forward to seeing them next week</p>

[Link to webinar slide presentation session 2](#)

Session 3 - Supporting student reflection

For **participants**: pre-webinar tasks, including weekly assignments for session 3

For this session your pre-webinar reading, and viewing includes sources exploring what reflection is, and why it is valuable, for your professional development as well as for students doing CERL projects. We've included a range of reflection exercises and tools, some of which we are asking you to complete before the webinar. We have also provided resources on how to facilitate reflection with your students (how to *assess* reflection will be considered in more detail later in the module, when we look at assessment and feedback).

By the end of this session, you should be better able to:

- Evaluate and reflect on your own learning in terms of your development of key skills
- Transform a module you teach, through meaningful stakeholder engagement, to incorporate community engaged research or learning, aligned with student learning outcomes

Deadline for assignments: Parts A to C

Part A: Pre-webinar readings.

This week you are being asked to read and view the required resources, including completing some short reflection exercises. Please make sure to put your reflections in your E-portfolio/reflection journal in the VLE.

Part B: Reflection on learning.

Please submit your individual reflection on a piece of learning that you have already done on this module, or on a situation relating to this module where you did some learning. Please consider your learning in relation to your own personal goals for taking the module, in relation to your wider context (not just this module), and in relation to relevant theory or sources (these should be clearly cited and referenced). Please choose either the Gibbs or Rolfe *et al* templates, provided in the resources, to guide your reflection.

Your reflection should be in a Word document and should be approximately 500 words long (or the visual equivalent). Feel free to include drawings, images, mind-maps, and other material as well as, or instead of, written text.

You should start a thread with your name on it in Brightspace in the session 3 topic in the VLE and upload your reflection document into your post.

Please also refer to the module handbook in the VLE for guidance on referencing and in-text citations, as **you will need to use APA format**, which may be different from the citation and referencing system you have previously used.

You should also add this reflection to your reflection journal in your e-portfolio in the VLE, to collect all your reflection in one place.

Part C: Peer evaluation: Ranking your and you peers' reflections and learning from this.

First, in the **Session 2, part C** assignments area in the VLE discussion board, please carefully read the reflections posted by 2 other people in your quad group, on their experiences of using the rubric to guide their work on their assignment. You should think carefully about the differences and similarities between these peer reflections and your own approach to reflection.

Next, write your peer evaluation. We are asking you to rank three session 2 reflection pieces (the 2 by your peers, **and your own**), in order, from higher quality to lower quality, in your opinion of them. You should give reasons for your ranking: what was high quality about the one you ranked first, and why did you feel the other reflections were of lower quality? Finally, how could you challenge yourself to improve your reflection now, based on this exercise and/or to take a different approach to it?

Your peer evaluation should be around 200-250 words and should be saved in your e-portfolio area in the VLE, which is your reflection journal.

Finally, please share the link to this item with the module facilitators.

(This exercise is derived from Nicol and McCallum (2020) cited in Nicol, D. (2020) The power of internal feedback: exploiting natural comparison processes. *Assessment & Evaluation in Higher Education*, DOI: [10.1080/02602938.2020.1823314](https://doi.org/10.1080/02602938.2020.1823314))

Enjoy your learning this week!



Marking rubric for assignments for session 3

	Pass/ Achieved fully	Pass/ Achieved (borderline)	Refer/ Not yet achieved (borderline)	Refer/ Not yet achieved
<i>Reflection on learning – application of framework and relevant theory to experiences</i>	Useful framework chosen and well applied. Draws on theory when considering experiences.	Framework may not be well chosen or particularly well used. Limited connection between theory and experiences.	Framework not well chosen or well used. Little connection between theory and experiences	No or unhelpful framework chosen, poorly used. Does not apply theory, or there is very little, unclear connection of theory to experiences.
<i>Reflection on learning - relating of learning to module goals, wider context and self.</i>	Applies learning to module goals and also beyond the module. Identifies action plans for change(s) in self and/or goals because of the learning.	Limited application of learning to module goals or beyond the module. Adequate connection made between learning, goals, context and self. Limited plan for action.	Very limited connection made between learning, goals, wider context and self. Very limited plans for action related to learning.	Little or no connection between learning, goals, context and self. Little or no plan for action.
<i>Reflection on learning - presentation</i>	Very clearly presented and easy to follow. Sources fully cited and referenced, APA style. 450-550 words long	Presentation a little unclear or hard to follow or hear. Referencing/ citation adequate – not completely APA style. 400-600 words long	Presentation quite unclear or hard to hear or follow at times. Referencing/ citation patchy, not APA style. Under 400 words or over 600 words	Very unclear and difficult to follow or impossible to hear at times. Little or no referencing/ citation. Disregards word limit completely

<p><i>Peer evaluation of reflections from session 2</i></p>	<p>Very thoughtful evaluation, and well-supported ranking of 3 works, showing significant learning from peer comparisons. 200-250 words.</p>	<p>Adequate evaluation, with limited discussion or rationale to support rankings, and/or limited evidence of learning from peer comparisons. Between 150 and 300 words.</p>	<p>Superficial evaluation, rankings not done or done with no supporting rationale, little evidence of learning. Shorter than 150 words or longer than 300.</p>	<p>Evaluation and rankings not relevant or thought-out. Disregards word limit entirely.</p>
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For **participants**: pre-webinar reading/resource lists for session 3

Required Pre-reading - to be done before webinar. Please read/view *all* required sources.

Guiding question for your reading: How can you develop your own reflective practice for professional development, and how might you support the development of your students' reflective practice? You might like to note for yourself any do's and don'ts that arise, in preparation for your own reflection or for supporting reflection with your CERL participants (students and/or community partners).

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style.

If you feel you would like to post ideas and reflections on any of these sources in the discussion board in the VLE, to facilitate discussion among peers, and a more interactive learning style, please do!

Note - resources marked with an asterisk* are short resources that you could view or read on your coffee break :)

On reflection for professional development:

Thejll-Madsen, T. (2018). *Reflection literature review*. Employability Consultancy, University of Edinburgh
https://www.ed.ac.uk/files/atoms/files/reflection_literature_review.pdf

Chartered Institute of Personnel and Development, with Owen, G. and Fletcher, A. (n.d.). *Reflective Practice Guide*. CIPD. Retrieved August 19, 2021 from: [reflective-practice-guide_tcm18-12524.pdf \(cipduat.co.uk\)](https://www.cipd.co.uk/media/12524/reflective-practice-guide_tcm18-12524.pdf)

*Addae-Kyeremeh, E. (n.d.). *Applying critical and reflective thinking in academic and professional contexts: education perspective – classroom practice*. Open University. Retrieved September 9, 2021 from: <https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64118>

Click the 'next' button to bring you to:

* Addae-Kyeremeh, E. (n.d.). *Critical reflection on classroom practice*. Open University. Retrieved September 9, 2021 from:

<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64118§ion=1>

Make sure to click on 'Reveal discussion' at the bottom to read the discussion of the samples given.

*Moriau, L., De Marrée, J., Bertone, J., Keersmaekers, F., and Huysmans M. (2020, July 23). *Reflection in CERL*. Community Engaged Research and Learning VUB.

<https://www.youtube.com/watch?v=dYOO7f82fKQ&list=PLtReB14LfWdNanSuqSyoJJNeSpCrpNTb0&index=7>

* Addae-Kyeremeh, E. and Rezaie, P. (n.d.). *Examples of good and poor critical reflection*. Open University. Retrieved September 9, 2021 from:

<https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64108§ion=3.2>

*Florida Atlantic University (n.d.). *The Learning Style Inventory*. Retrieved July 21, 2021 from:

http://med.fau.edu/students/md_m1_orientation/M1%20Kolb%20Learning%20Style%20Inventory.pdf

Please take this short learning styles test. Think about the test outcome, and how you could use what you learn about yourself to improve your professional development, and CERL practice. Note your thoughts in your reflection journal.

Isaacs, W.N. (n.d.). Dialogic Leadership. *The Systems Thinker*. Retrieved July 21, 2021 from <https://thesystemsthinker.com/dialogic-leadership/>

Please read this article and think about the roles you take up in groups. What is your preferred role, and why? What is the role you take up least often, and why – and could you challenge yourself to take up this role more often? Finally, how can understanding these roles help you to support your students in group work? Note your thoughts in your reflection journal

Reflection model 1 - Rolfe et al:

*Otago Polytechnic (n.d.). *Reflective Writing*. Retrieved July 21, 2021 from:

<https://www.op.ac.nz/assets/LearningAdvice/d0a1fac268/Reflective-writing.pdf>

Reflection model 2: Gibbs

*University of Cumbria (2020). *Gibbs' reflective cycle*

<https://my.cumbria.ac.uk/media/MyCumbria/Documents/ReflectiveCycleGibbs.pdf>

The assignment for Session 4

Please make sure to read the session 4 introduction, which includes the assignment details, before you attend the session 4 webinar. You will have a chance to ask questions about the assignment at the end of the session 3 webinar.

The session 4 materials will be released in the VLE on: *insert date*

Optional further reading/viewing:

Supporting your professional development:

The University of Edinburgh (2019, March 18). *Values*.

<https://www.ed.ac.uk/reflection/reflectors-toolkit/self-awareness/values>

Reflection exercise to identify your values (you can choose either method suggested)

Chartered Institute of Personnel and Development (n.d.). *The CPD Cycle*. CIPD.

Retrieved August 19, 2021 from: www.cipd.co.uk/learn/cpd/cycle

Useful ideas for facilitating student reflection on CERL, individually and in the classroom:

Sloan, D. (n.d.). *Reflection Activities*. Retrieved July 21, 2021 from

<https://www.usf.edu/engagement/documents/s-l-reflection-activities.pdf>

Whenham, D. (2015, October). 15 ways to spark student reflection in your college classroom. Nureva.

<https://www.nureva.com/blog/education/15-ways-to-spark-student-reflection-in-your-classroom>

Kernodle Center for Service-Learning and Community Engagement (n.d.). *Reflection Facilitation Manual*. Retrieved July 21, 2021 from

<https://www.elon.edu/u/service-learning/wp-content/uploads/sites/519/2017/08/Updated-Reflection-Manual1.pdf>

Skills Team, University of Hull (2014, March 3). *Reflective Writing*.

<https://www.youtube.com/watch?v=Qol67VeE3ds>

Quillinan, B. (2017). *UL Engage: Reflection in Community Engaged Learning*

https://www.ul.ie/engage/sites/default/files/Reflection%20in%20community%20engaged%20learning_0.pdf

Please read pages 1-3 (print version).

Moon, J. (2004). *A Handbook of Reflective and Experiential Learning*, Routledge Falmer, London. <https://dera.ioe.ac.uk/12995/1/4215.pdf>

See sample reflections with commentary on pages 11-20.

Smith, T.J. (2003). Connecting theory and reflective practice through the use of personal theories. *International Group for the Psychology of Mathematics Education*, 4, 215-222. <https://files.eric.ed.gov/fulltext/ED501125.pdf>

You can also start on the pre-webinar resources for next week's session if you like.



For **facilitators**: webinar plans for session 3

Time	Task
0.02	<p>REMEMBER TO START RECORDING!!!!</p> <p>Welcome everyone.</p> <p>Introduce structure of session - 10 second stretch</p>
0.04	<p>Quick feedback:</p> <p>Use the virtual classroom facility to allow participants to draw on slides and ask them to respond to a few questions - draw a line for a spectrum on each slide, with the question, and label the end-points of each spectrum. Ask participants to mark their place on the spectrum for the following questions:</p> <ol style="list-style-type: none"> a. How useful did you find doing the personal reflection? b. How challenging did you find doing the personal reflection? c. How prepared do you feel to write the final reflective assignment? <p>Emphasise that they might like to add their responses to their reflection journal after the webinar.</p>
0.06	<p>Give quick feedback on reflections submitted</p>
0.08	<p>Instructions for the individual exercise:</p> <p>Participants will work through the questions on the slide alone first (5-6 mins), then move into small groups (about 25 mins).</p> <p>(If for any reason they haven't yet been able to do this reflection assignment, invite participants to answer these questions in relation to their previous experience of doing reflection.)</p> <p>Template of guiding questions – participants choose two to focus on, in case you run out of time, invite participants to focus on THEIR reflection process for professional development (they can think about facilitating student reflection afterwards):</p> <ol style="list-style-type: none"> 1. How did they prepare to write their reflection? <ol style="list-style-type: none"> a. How did they pick the template? b. What kinds of methods/triggers did they use to help identify key experiences during the module so far?

	<ol style="list-style-type: none"> 2. How is their learning style (as per Kolb) influencing and supporting their reflection process? <ol style="list-style-type: none"> a. Can they see any relationship between their reflection methods and their learning style (as per Kolb)? b. Are there different methods/triggers they could use, if they think about the other learning styles? 3. What was the focus of their reflection (e.g., actions, feelings, thoughts, relationships, tasks, processes), and is there anything they might want to pay more attention to next time you do a reflection? Again they can draw on their experience of reading reflections by their peers to help answer this. 4. What, if anything, is resonating with them now? <p>They don't have share every part of their reflection – complete the reflection then choose what they want to share. For example, they could write 2 pages and share just 200 words.</p>
0:14	<p>Give instructions for the groups [they will be in their quads so will have met before in a group session in week 1]:</p> <p>Ask participants to click on the link to their group's scrumblr. Once they have done this, they then click on the plus in the bottom left to create a post it. They can move it onto the whiteboard and double-click to type into it. If they need to delete a post-it, they can click the x in the top right of the post-it.</p> <ul style="list-style-type: none"> - Ask the participants to keep an eye on the time – and agree who will be timekeeper and a spokesperson to feed back to the whole class group. - Check which questions everyone answered in the exercise they have just done. Ask the participants to start with a question that all or most of them have answered. - Invite the participants to discuss their ideas in relation to the question – focus on THEIR reflection process for professional development (they can think about facilitating student reflection afterwards) - Take notes on the scrumblr (copy the link for your group from the chat now) - Then move on and discuss at least one other question that most people considered. - Agree 2-3 key points to bring back to the main group that you feel will be most helpful when preparing for the final reflection assignment (you will have just one minute in the whole group session to share your ideas). <p>INSERT HERE: names and groups and scrumblr link for each group.</p>
0:41	<p>Pulling out the learning - for your own reflective assignment.</p> <p>Quick sharing of key points from each group's discussion, in terms of planning for your summative reflective assignment – 1 minute per group. 5 mins total.</p>

	<p>Facilitators to give feedback on responses from group, encourage discussion – 8 minutes.</p> <p>Final feedback [if time runs out this can be given as a take-away task]:</p> <p>Show slide of spectrum from earlier:</p> <ol style="list-style-type: none"> a. How prepared do they feel to tackle the final reflective assignment? b. Would they like to draw their position on the line again now? <p>If they wanted to move a step towards 'prepared', what one thing would they do now? Write in the chat one thing that you think would be helpful for them.</p> <p>If they think about the Kolb learning cycle, they have now had an experience, reflected, linked it with other people's reflection, and theory, and then the next stage is to put it into practice through experimentation. They should make sure to continue moving through the cycle during the module and into their final reflective assignment.</p>
0:55	<p>Any questions on next week's assignment? Quick reminder re module handbook for referencing.</p> <p>Reminder re the drop-in office hour</p> <p>Sign off by thanking them, looking forward to seeing them next week</p>

[Link to webinar slide presentation session 3](#)

Session 4 - Partnership working & building relationships

For **participants**: pre-webinar tasks, including weekly assignments for session 4 & 5

This is your combined assignment for session 4 (Partnership working & building relationships) and session 5 (Communities - contexts, strengths & vulnerabilities).

There are 3 tasks in the combined assignment for session 4 and session 5. **NB:** Group work supports Task 3. Be sure to make early plans to meet with your designated group in order to submit your assignment on time. The details for the work you need to do in your group are below.

The pre-webinar resources for session 4 explore the theme of partnership working for CERL, and tips and guides for partnership working with community partners and students.

The pre-webinar resources for session 5 explores approaches to working with community partners, the challenges faced by community partners working on CERL projects, and context material for working with and in the community sector.

You will need to allow 10 hours to complete all of the tasks for your combined assignment for session 4 & 5 including the group work element. This time may vary depending on your level of English and learning styles.

By the end of session 4 and session 5 you should be better able to:

- Transform a module you teach, through meaningful and respectful stakeholder engagement, to incorporate a community engaged research or learning project that is aligned with student learning outcomes, incorporates learner reflection and responds to community priorities.
- Evaluate and reflect on your own learning in terms of your development of key skills: communication skills (using a variety of media), interpersonal skills, citizenship/cultural awareness, organising skills, teamwork skills, critical reflection, anticipation, flexibility, responsiveness, inclusivity, resilience, conflict resolution
- Demonstrate an understanding of the strengths and vulnerabilities of community partners, in a range of different contexts (considering local, national and other factors, including policy contexts), as well as of their live research interests and agendas

Deadline for assignment submission: Please add your own submission date here. Please upload your final assignment to the VLP.

Combined assignment

Please refer to the assignment-marking rubric at the bottom of this document for further detail on what is required for this assignment.

Task 1: Pre- webinar readings

For this combined assignment, please read and review **all** of the resources given for session 4 and session 5.

Please note while your combined assignment is due on (insert your own date here), the reading and reviewing of the pre webinar resource list for session 4 must be complete before webinar 4 in order for you to get the most from that session, and for session 5 before webinar 5.

Task 2: Create a personal preparation guide that will help you develop your partnership with your community partner⁴

Create a personal preparation guide that will help you develop your partnership with your community partner for your CERL project.

Your personal preparation guide should demonstrate how you will develop your partnership with your community partner while delivering your CERL project, and that you understand the context of the community sector. Use the questions below to inform the development of your personal preparation guide.

You can make your personal preparation guide in variety of formats see list below, and all formats should include 500-700 words excluding references, and your words can be written or spoken. In your personal preparation guide you should cite clear reference to the resource material, and you should provide a reference list in APA style to accompany your personal preparation guide. **Your reference list should include reference to at least 4 sources across the pre reading/viewing material for session 4 & 5.**

Your personal preparation guide can be:

- A written personal guide
- An audio/visual personal guide. You can create a screencast of a slide presentation, you might like to use photographs and add a voice over to do your plan. Unsplash is a great website for finding photographs. (<https://unsplash.com>)
- A drawing/photograph/painting/sculpture/song/poem or other creative format you can think of with an accompanying voice over, or written text, you can use slide presentations/ screencast to present images of creative formats.

Questions to inform, guide and support you while developing your personal preparation guide:

- Who might your community partner be, how and when will you make contact with them?

⁴ This task is informed by lecture materials on the on-line Community Engaged Learning Campus Engage course hosted by the National Forum for the Enhancement of Teaching and Learning in Ireland. S. McCann (personal communication, April 2021)

- What do you hope to achieve personally, professionally, academically for yourself, your students and your community partner through your CERL project?
- What are you and your students' needs for the CERL project? How/When will you communicate these to your community partner? How will you find out your community partner's needs? What do you anticipate your role, the student's role and the community partner's role will be in the CERL project?
- What strengths will the community partner offer as co-facilitators of you and your students learning? What strengths will you and the students bring to the CERL project? How will you build and maintain the partnership with the community partner throughout your CERL project? (For example; skills you might develop or enhance, knowledge you might learn, attributes you might need?)
- What challenges might you encounter with the community partner? How might you work with to overcome those challenges with the community partner?
- What challenges might the community partner encounter in working with you/your students? How might you work together to overcome these?
- What assumptions might you make about the community partner and their role in the CERL project, what assumptions might the community partner make about you and your students role in the project? When might you plan to tease these assumptions out?
- What other relationships/partnerships might you need to develop and build on (internally in your university for example your line manager or head of school, and externally) to support your CERL project?

Task 3: Preparing your students for working with the community partner ⁵

Use the **template** below to prepare a guide for yourself for the first session (including preparation work for the session) you will facilitate between your students and the community partner to introduce them to each other for their CERL project. Your guide will include the preparation you will do before the session, it will describe what will happen in the session, as well as the follow up work you will do after the session. Your guide should be a brief overview and the word count is **600 words excluding references**. Your guide should cite clear references to the resource material, and you should provide a reference list in APA style to accompany your guide. Your reference list should include reference to at least 3 sources across the pre reading/viewing material for session 4 & 5. **Remember this task is supported by group work in your designated group, please see instructions below entitled: Group work to support the combined assignment for session 4 & 5.**

⁵ Ibid.

Task 3 Guiding template: Preparing your students for working with the community partner

CERL Project, 1st session guide for your work with your students and community partner (600 words max excluding references)

1.	Programme/course name	
2.	Undergraduate/Postgraduate	
3.	Module/course name/how many credits?	
4.	Year of class group?	
5.	How many students?	
6.	How long will the session last?	
7.	When/where will it take place?	
8.	What resources will you provide to the students in advance to introduce them to partnership working for CERL, and the community sector? Will you provide resources in the session?	
9.	What are the 3 key things you want your students to know after their first meeting with the community partner?	
10.	What are the key things you want your community partner to know after their first meeting with the students?	
11.	Briefly describe a short exercise you will ask the students to do in advance of their first session with the community partner in order to prepare them so they get the most from the first session.	

12.	Briefly describe what you will ask your community partner to consider in advance of their first session with the students in order to prepare them so they get the most from the first session.	
12.	What the role your community partner will play in this session?	
13	Briefly describe an interactive activity you will invite the students and the community partner to do together in the session in order for them to build their collaboration and partnership for their CERL project.	
15.	What follow up work will you do with students and the community after this first session?	
16.	Any other ideas/thoughts you would like to add now, or maybe later as your plans develop	

Task 3: Details for work to be carried out in your designated group to support Task 3 for the combined assignment for session 4 & 5

In the small groups, carry out the tasks below. Find your group in the table below.

Triad Group A	Triad Group B	Quad Group C

We have assigned participants into small groups of three and four. When the group meets for the first time, the group should assign a role to each person within the triad/quad. See the list of roles below. This assignment of roles is to demonstrate key

aspects of CERL including participation, communication, involvement, shared responsibility and learning/transformation.

If there are people missing from the first meeting, other members should discuss and share out the remaining roles.

When the groups meet, assign the following roles;

- 1) A person to co-ordinate the meeting time/date and an agreed time to upload draft assignments so everyone can read them before the meeting
- 2) A person to be the time keeper in the meeting
- 3) A person to take notes during the meeting
- 4) A person to feedback from the quad work to the bigger group in the webinar

The meeting of the group should take place after webinar 3, and before (insert time) on (insert date) when the assignment is due. This timeframe is to allow time for anyone who wants to incorporate ideas and feedback from the group meeting into their assignment. The group meeting should last for at least 1 hour and preferably 1 hour and 30 minutes.

Before the group meets, each member should have;

- Completed **Task 3: Preparing your students for working with the community partner** uploaded a draft version to the on-line platform.
- Read the uploaded **Task 3: Preparing your students for working with the community partner created** by the other group members. While reading through the assignment, note down responses to the following questions;
 - What did you feel was really positive?
 - What did you feel they could potentially improve in the plan?

Bring your responses to the group meeting, where everyone should discuss the assignments, share learning and offer constructive feed forward comments.

Loose format for the group meeting (assigned time keeper to manage timings)

1. Ice-breaker (5 minutes) (how do you feel today in relation to your CERL project? – Choose an emoji and type it into the chat function.)
2. Discuss feedforward on each person's task 3 (10 minutes per participant) (time managed by the assigned time keeper) (40 minutes)
3. Agreement on 2 key points from your discussions to feedback to the larger group at the session 5 webinar. Your group will have 3 minutes to give your feedback. (The assigned feedback person will feed these back to the larger group at the session 5 webinar) (10 minutes)
4. Very short individual reflection using the template below at the end of the meeting below. (5 minutes)

Template for very short individual reflection after your triad meeting. Please finish the 3 sentences below.

- The feedback I got from my quad members on my assignment made me consider further....
- The feedback I gave to my quad members on their assignment made me think more about...
- One thing I will change in my assignment based on my quad feedback/discussion is.....

Enjoy the learning!

Marking Rubric for assessment for combined assignment for session 4 & 5

	Pass/ Achieved fully	Pass/ Achieved (borderline)	Refer/ Not yet achieved (borderline)	Refer/ Not yet achieved
<p><i>Task 2:</i></p> <p><i>Create a personal preparation guide that will help you develop your partnership with your community partner</i></p>	<p>At least 4 sources from the pre webinar material across session 4 and session 5 are clearly identified and used to inform the personal preparation guide and are fully referenced.</p> <p>The resources selected are clearly and appropriately used to underpin and inform the personal preparation guide.</p> <p>The personal preparation guide demonstrates clearly the approach to working in partnership and an understanding of the context of the community sector.</p>	<p>4 sources from the pre webinar material across session 4 & session 5 are identified to inform the personal preparation guide but are not fully referenced.</p> <p>The resources selected could be used further to underpin and inform the personal preparation guide.</p> <p>The personal preparation guide could go further to demonstrate how the resources inform the approach to partnership work</p>	<p>Less than 4 sources from the pre webinar material across session 4 & session 5 are identified to inform the personal preparation plan and are not fully referenced.</p> <p>The connection between how the resources underpin and inform the personal preparation guide is unclear.</p> <p>Little demonstration on how the resources inform the approach to working in partnership and an understanding of the context of the community sector.</p>	<p>No resources selected.</p> <p>Poor or no referencing.</p> <p>No demonstration of how the resources inform and underpin the personal preparation guide.</p> <p>No demonstration of the approach to working in partnership and understanding the context of the community sector.</p> <p>Format for personal preparation guide is not appropriate and the content is difficult to follow.</p> <p>Well over or under the word/spoken word limit.</p>

	Format for personal preparation guide is clear, and content is easy to follow and is within the word/spoken word limit.	and understanding the context of the community sector. Format for personal preparation guide could be clearer and the content could be easier to follow. The plan is slightly under or over the word/spoken word limit.	Format for personal preparation guide is not appropriate and the content is difficult to follow. Well over or under the word/spoken word limit.	
<i>Task 3: Preparing your students for working with the community partner</i>	Clear and easy to follow content with clear reference to how at least 3 sources across the pre webinar material for session 4 and session 5 are informing the plan with full referencing. All questions in the template are carefully considered and addressed in the guide informed by the resources. Guide is within the word limit.	Content could be easier to follow, and is not fully referenced. All questions in the template are not carefully considered or fully addressed, and the answers could go further to show how they are informed by the resources. Guide is under or over the word limit.	Less than 3 sources are selected to inform the guide, and are not fully referenced. Some questions in the template are not answered at all, and it is unclear how the resources have informed the answers. Guide is significantly over or under the word count.	No resources are selected, with no referencing. Content does not demonstrate understanding of the resources and how they are being used in the plan. All questions in the template are not adequately considered or addressed. Guide is significantly under or over the word limit.

For **participants**: pre-webinar reading/resource lists for session 4

Required Pre-reading – to be done before completing the assignment. Please read/view *all* required sources.

Guiding question: What skills, knowledge and attitudes would be useful for you and your students to develop for working in partnership for CERL projects?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style. If you feel you would like to post ideas and reflections on any of these sources in the discussion board in Brightspace, to facilitate discussion among peers, and a more interactive learning style, please do! Note- resources marked with an asterisk * are short resources that you could view or read on your coffee break

Please note some of these sources refer to Responsible Research and Innovation, or RRI, and Community Based Participatory Research (CBPR). In these contexts, RRI and CBPR can be read as a variation within CERL.

Introductory Guides to HEI and community partnership work for CERL

* Campus Engage Ireland (2018). Campus Engage Ireland. Ethics of Community – Higher Education Engagement Retrieved on February 22, 2022 from <http://www.campusengage.ie/wp-content/uploads/2018/12/Ethics-of-Community-HE-Engagement-WEB.pdf>

Read pages 2-3

* Campus Engage Ireland (2018). Campus Community Partnerships. Retrieved on February 22, 2022 from

<http://www.campusengage.ie/wp-content/uploads/2018/12/Campus-Community-Partnerships-WEB.pdf>

Read page 3 Top tips for community engagement and partnerships with HEIs

Short case studies on CERL work, sources on nurturing relationships and ethical principles and practice for CERL work

* Centre for Social Justice and Community Action, Durham University (UK) and National Co coordinating Centre for Public Engagement (UK). (2012). A guide to ethical principles and practice. Retrieved January 17 2021 from <https://www.dur.ac.uk/resources/beacon/CBPREthicsGuidewebNovember20121.pdf>

Please read pages 8-11

University of Ulster. (2015). A guide to engaging students through a partnership approach in teaching and learning. Retrieved on February 22, 2022 from www.ulster.ac.uk/_data/assets/pdf_file/0004/131467/SS-Guide-to-Engagement-through-Partnership.pdf

* Ernesto, S. (2012) Want to help someone? Shut up and listen. TED Conferences. Retrieved on February 22, 2022 from https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen/transcript

* Stuart, G. (2013) Ethics and Community Engagement. Retrieved on February 22, 2022 from <https://sustainingcommunity.wordpress.com/2013/07/09/ethics-and-community-engagement/>

* Stowe, M. (2017) Empathy: The Heart of Difficult Conversations- TEDxTallaght, Ireland. <https://www.youtube.com/watch?v=2UvDMQyBVLs>

Bruguera, T. (2018) The Art of Social Change – Artist Reflection. Tate Neighbours, Tate Modern London. Retrieved on February 22, 2022 from <https://www.youtube.com/watch?v=9TI9QSA9gs&feature=youtu.be>

* Hammond, A. (2020) CERL Research Projects and TU Dublin, Dublin Food Co –Operative, Community partner reflection. Students Learning with Communities TU Dublin. Retrieved on February 22, 2022 from <https://www.youtube.com/watch?v=CjNWyeOIQiY>

* Dempsey, H., Gildea, K. CERL Research Project in TU Dublin - Students reflection. Students Learning with Communities TU Dublin. Retrieved on February 22, 2022 from <https://www.youtube.com/watch?v=Q0uasukbjw&feature=youtu.be>

Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., Holland, T., Holmes, C., Lee, A., McNulty, Ann., Moore, N., Nayling, N., Stokoe A., & Strachan, A., (2013) Everyday ethics in community-based participatory research. Journal of Academy of Social Sciences, Volume 8, – Issue 3: Knowledge Mobilization and the Social Sciences: Research Impact and Engagement. (Pages 263-277)

<https://www.tandfonline.com/doi/full/10.1080/21582041.2013.769618>

Pages 263-277

The article goes deeper into the broader ethical considerations in the field of CERL. Although you may not encounter the issues explored in your CERL project, they may be useful for your understanding of issues faced in the field of CERL more broadly.

The combined assignment for session 4 and session 5

You will need to complete a combined assignment for session 4 (Partnership working & building relationships) and session 5 (Communities - contexts, strengths & vulnerabilities). The combined assignment will bring together your learning from both sessions.

There are 3 tasks to complete for you to complete in this combined assignment.

Please note the following:

- Task 3 of your combined assignment is supported by group work in your designated group so be sure to make early plans to meet as a group in order to submit your assignment on time.
- While your combined assignment is due on (insert date), the reading and reviewing of the pre webinar resource list for session 4 must be complete before webinar 4 in order for you to get the most from that session, and for session 5 before webinar 5.
- The deadline for submitting your combined assignment for session 4 & 5 is (insert date).

You will have a chance to ask questions about the assignment at the end of the webinar 4.

The combined assignment materials is available on the VLE on (insert date).

For **facilitators**: webinar plans for session 4

Focus of session this session will focus participants on preparing themselves and their students for challenges they may face in their partnership work on their CERL project.

Time	Task
0.02	Meet/Greet/Stretch/ outline (Start recording)
0.05	<p>Partnership working for CERL – building fruitful partnerships - 3 useful dimensions to consider for the life of the partnership for your CERL project: Relationship, Process, and Task</p> <p>Examples of further details for the 3 dimensions, feel free to add your own.</p> <div data-bbox="526 851 1157 1489" style="text-align: center;"> <p>TASK, PROCESS, RELATIONSHIPS</p> <p>TASK / RESULTS (What) Achieving Results Reaching Goals Fulfilling agreements Delivering on Time Producing Good Quality Work</p> <p>PROCESS (How) Clear Processes Agreed Procedures Clarity about Roles Shared Responsibilities Agreed Decision-making Approach</p> <p>RELATIONSHIPS (Who) Respect for Each Person Trust Mutual Support Managing Differences Valuing each Contribution</p> </div> <p>©PARTNERS (TRAINING FOR TRANSFORMATION) email: partners@trainingfortransformation.ie webpage: www.trainingfortransformation.ie 24 Northbrook Road, Ballynash, Dublin 8, Ireland Tel: +353 1 887 2440</p>

	<p>Individual exercise followed by sharing in quad groups</p> <p>Individual work (5 minutes)</p> <ul style="list-style-type: none"> - Consider the diagram – brainstorm aspects of your CERL project which may sit in each section? - Which dimension do you feel you tend towards when collaborating with others? Do you tend to focus on task and efficiency? Or do you focus on planning the work, or is your focus on the relationship? (Comment there is no good and bad, seeking more for an understanding of differences, barriers, and goals? Also) - Which dimension do you feel you would like to develop further for working on your CERL project? <p>Small groups for discussion: (10 minutes)</p> <p>Assign time keeper – who’s role it is to ensure everyone has a turn to speak</p> <ul style="list-style-type: none"> - Break into small groups, share your answers, and discuss the advantages and disadvantages of leaning towards one dimension or another. - Put a 2 minutes alert into the small discussion groups
0.20	<p>Co-facilitated with one or two (depending on the number of participants) experienced community partners, with briefing and consultation and development discussion beforehand.</p> <p>Break into 2 groups for this exercise. This is a discussion-based exercise. Each group conversation to be facilitated by community partners in collaboration with co coordinating staff member.</p> <p>Instruction to kick off the small groups:</p> <p>Think back on the Tedtalk by Enersto Sirolli, Want to help someone, shut up and listen, from your resource list. https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en</p> <p>Inspired by this video in the small groups discuss the following 4 questions given each question equal time:</p> <ol style="list-style-type: none"> 1. What key messages do you away for your CERL partnership work? 2. Describe the power structures you can see are at play between the university

	<p>(students/lecturers) and the community partner for your CERL project?</p> <ol style="list-style-type: none"> 3. Given these power dynamics, what are the key elements for meaningful and respectful partnership for a CERL project? 4. How would you operate/ build these elements into the life of the CERL project? <p>Note:</p> <ul style="list-style-type: none"> • Send video to community partners beforehand to view. • Before session, set up and paste the above questions on to the on-line collaborative noticeboard Scrumbler: http://scrumbler.ca/ . Participants should initially record their thoughts ideas there, and then discuss with input from the community partner. • The scrumblers can be used as a resource later.
0.48	<ul style="list-style-type: none"> • Light bulb chat bomb, one takeaway from today • Reflective journal – take a moment after the session to note down key learnings in your reflective journal from today. • Any questions about the combined assignment for session 4 &5? • Note time and day for Drop in Office hour for assignment this week

[Link to webinar slide presentation session 4](#)

Session 5 – Communities - contexts, strengths & vulnerabilities

For **participants**: pre-webinar tasks, including weekly assignments for session 4 & 5

There is a combined assignment for session 4 (Partnership working & building relationships) and session 5 (Communities - contexts, strengths & vulnerabilities). Please see the assignment details above in .session 4

For participants: pre-webinar reading/resource lists for session 5

Required Pre-reading - to be done before webinar. Please read/view *all* required sources.

Guiding question: What significant guiding principles do you take from these resources for your approach to working in partnership with the community on CERL projects?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style. If you feel you would like to post ideas and reflections on any of these sources in the discussion board in the VLP, to facilitate discussion among peers, and a more interactive learning style, please do!

Working in partnership with communities

*Stuart, D. (2014) Bottom up community development. Retrieved February 22, 2022, from <https://sustainingcommunity.wordpress.com/2014/08/27/bottom-up/>

*Conway, J. (2017) The New Normal. Retrieved February 22, 2022 from <http://www.artsandhealth.ie/case-studies/the-new-normal/> (Read case study no requirement to watch video)

*McKenna, E. Bradley, J., (2020) CERL Projects with Queens University Belfast and Belfast Hills Partnership. Queens University Belfast. Retrieved February 22, 2022 from <https://youtu.be/1G5Y3k8J-T0>

Stoecker, R., & Tryon, E. (2008) The Unheard Voices; Community Organizations and Service Learning. Journal of Higher Education Outreach and Engagement, Volume 12, Number 3. Retrieved February 22, 2022 from https://www.researchgate.net/publication/37708005_The_Unheard_Voices_Community_Organizations_and_Service_Learning

Below are readings relating to your local contexts that your local communities are working within. Please read the material related to your own country on the next page.

UK

*United Kingdom Civil Society Almanac, 2021.
<https://almanac.fc.production.ncvocloud.net/executive-summary/>

*Northern Ireland Council for Voluntary Action, NICVA Launch State of the Sector Research

<https://www.nicva.org/article/nicva-launch-state-of-the-sector-research>

Ireland

Irish Government (2019-2024) Sustainable, Inclusive and Empowered Communities, Irish Government Strategy.

<https://assets.gov.ie/26890/ff380490589a4f9ab9cd9bb3f53b5493.pdf>

Read pages page 14-22.

*Ireland's nonprofit sector (2020)

<https://www.benefacts.ie/insights/reports/2020/irelands-third-sector/>

Hungary

*Balogh, E. (2017) Food for Thought: Poverty, Charity and Civil Society, Hungarian Spectrum; Reflections on politics, economics, and culture.

<https://hungarianspectrum.org/2017/12/03/food-for-thought-poverty-charity-and-civil-society/>

*Balogh, E. (2017) Hungarian NGO's Embrace Civil Disobedience, Hungarian Spectrum; Reflections on politics, economics, and culture.

<https://hungarianspectrum.org/2017/06/15/hungarian-ngos-embrace-civil-disobedience/>

*Balogh, E. (2017) Barack Obama on the threat to civil society in Africa, Asia, the middle east, and Hungary Hungarian Spectrum; Reflections on politics, economics, and culture. Hungarian Spectrum; Reflections on politics, economics, and culture.

<https://hungarianspectrum.org/2014/09/24/barack-obama-on-the-threat-to-civil-society-in-africa-asia-the-middle-east-and-hungary/>

*Balogh, E. (2014) Plans to Destroy Independent Hungarian Civil Society: The Norway Fund, Hungarian Spectrum; Reflections on politics, economics, and culture.

<https://hungarianspectrum.org/2014/06/24/plans-to-destroy-independent-hungarian-civil-society-the-norway-fund/>

Spain

Get to know the third sector <https://www.tercersector.cat/coneix-el-tercer-sector>

Soler, P., Hersa, R., Juanola Masgrau M. (2017) The Institutionalization of Service-Learning at Spanish Universities, International Journal of Research on Service-Learning and Community Engagement.

<https://dugi-doc.udg.edu/handle/10256/14912>

Marinelli, E., Perez Elena S. (2017) Catalan universities and the entrepreneurial discovery process: Challenges and opportunities emerging from the RIS3CAT

Communities, Industry and Higher Education, Vol 31, Issue 6.

<https://journals.sagepub.com/doi/abs/10.1177/0950422217737150>

Anton, M. Double interview with students Marina Berasategui and Catalina Julve with final participatory work (2019),
Open University of Catalonia. http://cv.uoc.edu/estudiant/mes-uoc/ca/actualitat/noticies/comunitat/arxiu/2019/entrevista_doble_treballs_collaboratius.html

The assignment for session 6

Please read the assignment for session 6 and bring any questions you might have about it to the webinar on (insert date here)

For **facilitators**: webinar plans for session 5

This webinar, developed and co facilitated in collaboration with a community partner, focuses on enhancing participants understanding of community partner's contexts, and on preparing participants for their first meeting with a community partner to plan their CERL project.

Note: please consult and work with an experienced community partner to develop and facilitate the webinar together. Images can be changed to suit your community partner context.

Time	Task
0.02	Meet and Greet, overview and introduce community partner
0.05	 <p data-bbox="496 1151 967 1182">Photo by Izabela Mierzejewski on Unsplash</p> <p data-bbox="317 1229 1318 1305">Show an image (image above is for illustration only) on slide. (3 minutes) (individual reflection)</p> <p data-bbox="317 1328 1370 1404">Take a minute to analyse the following image. Write down a brief description of the first things that come to mind. What do you see?</p>  <p data-bbox="418 1868 1007 1899">Photo by Johann Walter Bantz on Unsplash</p>

	<p>Show second related image on slide. (3 minutes) (individual reflection)</p> <p>Take a minute to analyse the following image. Write down a brief description of the first things that come to mind. What do you see?</p> <p>Take a few minutes to reflect on the role that the context plays in the way the photograph is interpreted. Note the assumptions you may have made - when you viewed each photograph.</p>
0.15	<p>Share/discuss issues as a group arising from photograph exercise relating to understand the community context for lecturer and students when working on projects.</p>
0.25	<p>Introduce next exercise</p> <p>Explanation/ introducing</p> <p>Linking back to previous exercise, bearing in mind assumptions...</p> <p>For our next piece of work together we are connecting to the resources you read and reviewed for this session – which focused on how important it is to understand the context a community partner is operating within (context can relate to – their needs, aims, and goals, may also link to strategic goals/policy). Bearing the resources in mind, and the work we have just done together on checking our assumptions about understanding contexts...</p> <p>Preparing for your approach to your first meeting with your community partner</p> <p>Group work (10 minutes)</p> <p>Assign roles:</p> <ol style="list-style-type: none"> 1. a time keeper 2. someone who will record the ideas on scumblr 3. someone who will report to the larger group with a 1 minute feedback only. <p>In groups discuss and prepare a draft approach for your first meeting with the community partner to discuss planning a CERL project?</p> <p>Think through the most important things you would like to share and discuss with the community partner and why?</p> <p>Anything else?</p> <p>Record the draft plan/approach on Scrumblr. (Note facilitator to set up a scumblr link with questions on it before the session).</p>

	<p>After group work – (very quick feedback from each group/ share plans/approaches). (5 minutes) Copy and paste the scrumblr links into the chat</p> <p>The community partner then gives feedback and facilitates discussion on ideas, plans and approaches recorded on the Scrumblrs.</p>
0.55	<p>Next week</p> <p>Any questions about next week’s assignment?</p> <p>Drop in hours for next week</p>

[Link to webinar slide presentation session 5](#)

Session 6 - Using technology to support CERL

For **participants**: pre-webinar tasks, including weekly assignments for session 6 & 7

These 2 sessions have a combined assignment, allowing you to work in groups and deepen your learning by exploring these themes together.

In relation to session 6, on technology enhanced learning and collaboration, we have selected a range of resources on facilitating learning and collaboration online, from online collaboration platforms to interviews with educators, and from blended learning planning tools to readings showing how technology is facilitating digital social innovation.

In relation to session 7, on assessment and feedback, the resources explore different types of assessment of learning – formative and summative – and frameworks and rubrics to guide the process; how assessment and feedback relate to learning outcomes and competencies; and online approaches to assessment and feedback – all in the context of CERL.

By the end of these 2 sessions you should be better able to:

- Transform a module you teach, through meaningful stakeholder engagement, to incorporate community engaged research or learning, aligned with student learning outcomes
- Evaluate relevant sources on civic and community engagement as a concept and set of practices, embedded in the university curriculum
- Evaluate and reflect on your own learning in terms of your development of key skills
- Select and/or develop an appropriate method to evaluate curriculum-based engagement for all stakeholders

In order to prepare you to complete the CIRCLET module final summative assignments, we would like you to produce a screencast describing your work-in-progress on planning your CERL project with your students. You should follow the format of Part A of the CIRCLET module final assignment when describing your plans, and also mention what you still need to work on in order to complete Part A of the final assignment.

We will then ask you to give constructive feedback to your peers in your triad group on their screencasts, to support them to prepare for their final assignment submission.

In the webinar for session 7, we will co-design the marking rubric that will be used to assess your CIRCLET module final summative assignments. In preparation for this, we are asking each triad group to produce a draft of this marking rubric. We will pull these together and finalise the rubric in the session 7 webinar.

Once you have developed your draft rubric, your triad should test it by using it to mark at least one of the group's screencasts on their plans to implement or improve CERL. You should then revise and improve your rubric, based on what you learned by testing it on the screencast.

Deadlines for assignments:

Part A: Pre-webinar reading and viewing for sessions 6 and 7 (you can spread these out across the 3 week period).

Part B: Screencast of your work-in-progress.

Part C: Feedback to your triad group peers on their screencasts.

Part D: Group development and testing of a draft rubric for marking the CIRCLET module final assignment..

Part A: Pre-webinar reading and viewing.

Please read and view **all** of the required resources given for sessions 6 and 7, **including the brief for the final CIRCLET module assignments**. This can be found in the VLE. You can choose in what order and by when to do the reading and viewing, provided you read them in time to help you with the relevant part of your assignments. All required resources must have been read/viewed by XXX.

Part B: Screencast of your work-in-progress.

Produce a short screencast (or narrated slide presentation) to outline your current plans for your new or improved CERL module or course, as work-in-progress. You should use the final CIRCLET module assignment brief for guidance, focusing on Part A. (You can find the brief on Brightspace here: Assessment > assignments > final module assignment)

If you haven't made a screencast before, you can use screencast-o-matic, which is free software, available here: <https://screencast-o-matic.com/> (there are resources on how to use this in the optional further reading list).

Your screencast should be 4-5 minutes long, and should include citations and references in APA format. You should upload it (or a link to it - you can save your screencast online in Screencast-o-matic), directly into Brightspace in the session 6 discussion board topic, in the area for your triad group, in a thread with your name on it. Please do this by XXX.

Part C: Peer feedback on screencasts by your triad group.

One volunteer from each triad should set up a group collaboration platform shared document – this could be coggle (coggle.it) or Miro (miro.com) or Padlet (padlet.com) – each of these tools allows collaboration once you set up a free account (there are introductions to each in the optional resources list). The discussion board should have each triad member's name clearly visible in a distinct area. You should post the link to the shared document into your triad area in the VLE discussion board, in the session 6 topic, by XXX. All participants should now use this for providing feedback.

Please watch each of your triad group members' screencasts, and develop constructive feedback on their plan for their CERL module or course, including what you think will work well in the plan, and how you think they could improve it to maximise student learning and community partner outcomes. You should post your feedback into the collaborative document next to the name of the author of each assignment. If the platform doesn't clearly show who authored each comment, you should put your initials at the end of each of your comments. You should do this by XXX, regardless of which of the session 6 webinars you will be attending. Your feedback to each of your peers should be around 100 words.

Please also note in your reflective journal what you have learned from this exercise, including what you can see potential to apply in your teaching for CERL.

Part D: Group development and testing of a draft rubric for marking your final assignment on this module.

In your triad group, produce a draft marking rubric to assess your final module assignment (both parts A and B). Please note we are NOT asking you to develop a rubric to mark your students' work – this rubric will be used to co-create the final marking rubric with which **your own final assignment** on this module will be marked.

You should follow the structure of the marking rubric we have been using for the weekly assignments on this module, with the 4 same achievement categories across the top, and details of the different parts of the assignment down the left-hand side. You should then fill in the descriptions for each cell to describe each level of achievement. Your draft rubric should clearly include all 5 of the learning outcomes for this module.

You should include short annotations to your rubric, including citations in APA style, to demonstrate your understanding of relevant resources, and how you are drawing on them to inform your rubric. You can do this by adding text in italics to each cell in the rubric.

Once you have your first full draft of your marking rubric, you should test the effectiveness of your draft rubric by assessing at least one of the screencasts produced by someone in your triad (you will only be able to test the rubric for Part A of the final assignment, as the screencast doesn't include part B, reflection on learning). At least one person should volunteer for their screencast to be marked by the group using the rubric. You can peer assess more than one screencast within your triad if you like, as a helpful way to give each other feedback, but we only require you to assess one.

Once you have assessed at least one screencast using the draft marking rubric, please edit your marking rubric to refine and improve it, based on your learning from this test assessment.

Please agree one person in your triad who will submit, on behalf of the group, (a) the first full draft of your marking rubric, (b) the rubric showing the group assessment of at least one chosen screencast, and (c) the improved marking rubric. You should submit them in the VLE discussion board, in your triad area, by XXX. Please note this is an

absolute deadline, as we will use all the draft rubrics to co-create the final module marking rubric in the webinar on XXX.

We also recommend that you make the time to reflect on your learning from this process in your learning journal, using any reflection framework that you feel will be helpful.

Enjoy your learning on these sessions :)

Marking rubric for assignment for sessions 6+7

	Pass/ Achieved fully	Pass/ Achieved (borderline)	Refer/ Not yet achieved (borderline)	Refer/ Not yet achieved
<i>Screencast – content and progress</i>	<ul style="list-style-type: none"> • Full range of Part A final assignment components are discussed. • Clear progress is being made on most or all of these, towards implementing a rich CERL project. 	<ul style="list-style-type: none"> • Most part A final assignment components are discussed. • Progress appears limited on several components, or the CERL project is lacking in richness and needs to be further developed. 	<ul style="list-style-type: none"> • One or more components are not mentioned. • Progress overall appears quite limited. • CERL project is lacking key elements 	<ul style="list-style-type: none"> • Few components discussed. • Very little progress. • CERL project proposal is very weak and/or not CERL.
<i>Screencast - presentation</i>	<ul style="list-style-type: none"> • Very clearly presented and easy to hear and follow. • Sources fully cited and referenced, APA style. • 4-5 minutes 	<ul style="list-style-type: none"> • Presentation a little unclear or hard to follow or hear. • Referencing/ citation adequate – not completely APA style. • 4-5 minutes +/- 30 seconds 	<ul style="list-style-type: none"> • Presentation quite unclear or hard to hear or follow at times. • Referencing/ citation patchy, not APA style. • 4-5 minutes +/- 1 minute 	<ul style="list-style-type: none"> • Very unclear and difficult to follow or impossible to hear at times. • Little or no referencing/ citation. • Disregards time limit completely
<i>Peer feedback on screencasts of triad members</i>	<ul style="list-style-type: none"> • Helpful, considered feedback, highlighting 	<ul style="list-style-type: none"> • Feedback could be more considered and helpful, may not give positives 	<ul style="list-style-type: none"> • Feedback is superficial, not particularly helpful or considered. 	<ul style="list-style-type: none"> • Unhelpful, irrelevant or tick-box feedback.

	<p>positives and areas for improvement.</p> <ul style="list-style-type: none"> • Uses the collaborative platform effectively • Keeps to word length given 	<p>and areas for improvement.</p> <ul style="list-style-type: none"> • Collaborative platform could be used more effectively • Shorter or longer than the word length given 	<ul style="list-style-type: none"> • Collaborative platform is used in a way that is hard to follow • Considerably shorter or longer than word length 	<ul style="list-style-type: none"> • Collaborative platform use is impossible to follow • Disregards word length entirely
<p><i>Final draft marking rubric - relevance to final CIRCLET module assignment.</i></p>	<ul style="list-style-type: none"> • Categories and descriptions of achievements clearly relate to learning outcomes, and all the components of the final assignment brief, allowing for in-depth feedback on and assessment of learning outcomes. • The rubric supports a well-rounded graduate profile suited to Master's level competencies, 	<ul style="list-style-type: none"> • Categories and descriptions of achievements relate to one or two learning outcomes and/or one or two of the components of the final assignment brief at a superficial level only, limiting feedback on learning • The rubric suggests a graduate profile that would only just meet Master's level competencies as 	<ul style="list-style-type: none"> • Categories and descriptions of achievements relate to several learning outcomes and/or components of the final assignment brief at a superficial level only, significantly limiting feedback on learning • The rubric suggests a graduate profile that would not quite meet Master's level competencies as per Bologna descriptions. 	<ul style="list-style-type: none"> • Categories and descriptions of achievements don't clearly relate to learning outcomes or to all components of the final assignment brief, and will not enable meaningful feedback or assessment. • The rubric suggests a graduate profile that would not meet Master's level competencies as per Bologna descriptions

	as per Bologna descriptions.	per Bologna descriptions.		
<i>Final draft marking rubric-engagement with relevant sources</i>	<ul style="list-style-type: none"> Annotations show clear consideration and understanding of relevant sources. 	<ul style="list-style-type: none"> Relatively limited annotations, limited references to relevant sources and evidence of understanding of the sources. 	<ul style="list-style-type: none"> Few annotations, few references to relevant sources and few demonstrations of understanding of the sources. 	<ul style="list-style-type: none"> Little or no evidence of engagement with or understanding of relevant sources.
<i>Peer test assessment of at least one screencast using marking rubric</i>	<ul style="list-style-type: none"> Helpful, considered, appropriate and clear assessment of at least one screencast using the rubric. 	<ul style="list-style-type: none"> Assessment of screencast using the rubric could be more helpful and clear, and better considered, and/or is not quite appropriate to the standard of the work. 	<ul style="list-style-type: none"> Assessment of screencast using the rubric is not adequately helpful or clear, not particularly well considered, or not really appropriate to the standard of the work. 	<ul style="list-style-type: none"> Unhelpful, irrelevant or tick-box assessment submitted, not appropriate to the standard of the work.
<i>Final draft marking rubric-learning from test assessment</i>	<ul style="list-style-type: none"> Clear improvement of rubric from first draft, following testing. 	<ul style="list-style-type: none"> Limited changes to rubric following testing. 	<ul style="list-style-type: none"> Little change to rubric following testing. 	<ul style="list-style-type: none"> No change to rubric following testing.

For **participants**: pre-webinar reading/resource lists for session 6

Please complete all the required pre-reading and viewing before submitting your assignments.

Required reading/viewing for session 6. Please read/view all required sources – please note that most of the resources below are quite short tips, videos and guides.

Guiding question: What concepts, tips and strategies can be useful to you in rethinking your module(s) to include CERL – both in terms of facilitating learning, and facilitating collaboration?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style.

If you feel you would like to post ideas and reflections on any of these sources in the discussion board in the VLE, to facilitate discussion among peers, and a more interactive learning style, please do!

Note - resources marked with an asterisk* are short resources that you could view or read on your coffee break :)

On learning and teaching online:

(Note: thanks to colleagues in the TU Dublin Learning, Teaching and Technology Centre who provided very useful lists of resources on teaching and learning online, from which several of these sources are drawn.)

Contact North/Nord (2020, August 4). *A New Pedagogy Is Emerging... and Online Learning Is a Key Contributing Factor*. <https://teachonline.ca/tools-trends/how-teach-online-student-success/new-pedagogy-emerging-and-online-learning-key-contributing-factor>

Please focus on the first half and the final section of this article. You can skim the section in the centre, called 'HOW THIS NEW PEDAGOGY IS TRANSFORMING TEACHING AND LEARNING'.

When reading this article, please think about the overlaps between CERL principles and practices and the themes discussed here.

*Cooper, S. (2016, June 16). *6 Tips To Build A Thriving Online Learning Community*. Elearning Industry. <https://elearningindustry.com/6-tips-build-thriving-online-learning-community>

Anthoney, M., Jacobson, J. and Snare, J. (2018). *Innovating with Purpose: The Blended Flow Toolkit for Designing Blended/Hybrid Courses*. Educause Learning Initiative. Retrieved July 28, 2021 from <https://library.educase.edu/-/media/files/library/2018/1/elib1801.pdf>

The toolkit itself can be found here, and is optional reading for you:

Centre for Digital Learning Innovation (n.d.). *CDLI Blended Flow Toolkit*. Seattle University. Retrieved July 28, 2021 from <https://seattleu.instructure.com/courses/1569931>

*All Aboard (n.d.). *Your digital confidence profile*. Retrieved July 28, 2021 from http://www.allaboardhe.ie/AAlessons/profiler/story_html5.html

Quick quiz to test your digital confidence – please take the quiz (it works better on a computer than on a phone), and write a short reflection in your reflection journal on what you learned about yourself. You are not required to use the follow up resources, just to reflect on your learning.

*UCD Library (n.d.). *Copyright: Copyright for Teaching*. Retrieved 28 July 2021 from <https://libguides.ucd.ie/copyright/teaching>

Please read the 3 sections about VLEs.

*Furnell, T. (2019, November 25). *Copyright in Education*. School of Medicine, Dentistry and Biomedical Sciences, Queen's University Belfast. <https://blogs.qub.ac.uk/digiknow/2019/11/25/copyright-in-education/>

You should also check your own university website for specific guidance on copyright policies in your area.

A basic introduction to Universal Design for Learning:

*CAST (2010, Jan 6). *UDL at a glance*. <https://www.youtube.com/watch?v=bDvKnY0g6e4&t=18s>

*National Forum for the Enhancement of Teaching and Learning in Higher Education and AHEAD (2020). *10 Ways to Ensure On-Line Assessment is Accessible and Inclusive*. DOI: 10.6084/m9.figshare.13365551. Retrieved July 28, 2021 from

<https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/73.-NF-2020-10-Ways-to-Ensure-Online-Assessment-is-Accessible-and-Inclusive.pdf>

On technology for social innovation, collaboration and change:

Stokes, M., Baeck, P., and Baker, T. (2017, May). *WHAT NEXT FOR DIGITAL SOCIAL INNOVATION? Realising the potential of people and technology to tackle social challenges*. Digital Social Innovation. Retrieved July 27, 2021 from https://media.nesta.org.uk/documents/dsi_report.pdf

Please read pages 9-17 – introduction to how technology is being used for different types of social innovation in civil society - and pages 25-28 for examples of sectors and type of technology used.

On giving peer feedback (and supporting students to do so):

*Duncan, L. (2020, April 16) *A Guide to Coaching Students for Effective Peer Review*. Brightspace Community. <https://community.brightspace.com/s/article/A-Guide-to-Coaching-Students-for-Effective-Peer-Review>

Please also read the final assignment for this module – available in the VLE

Optional further reading for session 6.

Guides to making screencasts:

*Screencast-o-matic (n.d.). *Tutorials / Record Your Screen For Free*. Retrieved July 21, 2021 from <https://screencast-o-matic.com/tutorial/welcome-to-screencast-o-matic>

*Screencast-o-matic (n.d.) *5 Best Practices for Creating Effective Screencasts*. Retrieved July 21, 2021 from <https://screencast-o-matic.com/blog/5-best-practices-creating-quality-screencasts/>

Introductions to online collaboration tools:

**Coggle Introduction* (2016, May 5). Coggle Youtube channel. <https://www.youtube.com/watch?v=iL40u0uNYa8>

OR

**Introduction to Padlet* (2017, Feb 2). Padlet. <https://www.youtube.com/watch?v=U3P5QySmLeU>

OR

*Marina (n.d.) *How to Start Collaboration with Miro*. Miro Help Center. Retrieved July 27, 2021 from

<https://help.miro.com/hc/en-us/articles/360017571954-How-to-Start-Collaboration-with-Miro>

These short tutorials show how to use the respective online collaborative tools

On teaching and learning online:

*The Gwenna Moss Centre for Teaching Effectiveness (2012, November 28). *Teaching Online Vs. Face-to-Face (Week One Q2)* University of Saskatchewan. <https://www.youtube.com/watch?v=KGERvPmGLd4>

Ní Shé, C., Farrell, O., Brunton, J., Costello, E., Donlon, E., Trevaskis, S., and Eccles, S. (2019). *Teaching online is different: critical perspectives from the literature*. Dublin City University. DOI: 10.5281/zenodo.3479402

https://www.researchgate.net/publication/336879238_Teaching_online_is_different_Critical_perspectives_from_the_literature/link/5db856cb4585151435d15ae1/download

Pages 30-41 (print layout page numbers) might be of interest, on competencies in online teaching.

*Armellini, A. (2011, October 5). *Openness and learning design*. Institute of Learning Innovation Blog. <https://beyonddistance.wordpress.com/tag/carpe-diem/>

This is an introduction to planning tool designed to support you to plan an online module. You can download the tool from this introduction page.

*National Forum for the Enhancement of Teaching and Learning (n.d.). *Online Teaching resources - Irish higher education institutions*. Retrieved September 28, 2021 from <http://bit.ly/OnlineTeachingHEIE>

Spreadsheet of resources produced by Irish universities to support teaching online.

*Open Teach (n.d.). *Resources*. National Forum for the Enhancement of Teaching and Learning. Retrieved September 28, 2021 from <https://openteach.ie/resources/> -

Range of introductory videos on different aspects of teaching online.

*Educause Review (2013, May 6). *8 Lessons Learned from Teaching Online*. Educause. <https://www.youtube.com/watch?v=Bp4BG4Me7TU>

Also the National Forum for the Enhancement of Teaching and Learning (Ireland) offer a series of online self-study mini-classes on technology enhanced learning. See <http://telu.me/> and <https://www.allaboardhe.ie/>

On collaboration online

National Coordinating Centre for Public Engagement (2020) *Online Engagement: A guide to creating and running virtual meetings and events*. Retrieved September 28, 2021 from

https://www.publicengagement.ac.uk/sites/default/files/publication/creating_and_running_virtual_events_-_april_2020_v1.pdf

Ruiz-Mallén, I., Senabre Hidalgo, E., and Ribera Fumaz, R. (n.d.) *Guide to participatory methodologies aimed at its implementation*. Universitat Oberta de Catalunya. Retrieved July 28, 2021 from

http://openaccess.uoc.edu/webapps/o2/bitstream/10609/84545/1/PID_00257084_57102_4179.pdf

You might like to read page 37, for examples of online collaborative software that can be used for different participatory research processes, which are described earlier in the guide.

For **facilitators**: webinar plans for session 6

Time	Task
0.02	<p>Start recording the session.</p> <p>Welcome everyone.</p> <p>Introduce structure of session, as per slide.</p> <p>Icebreaker – notice whether you are occupied (fully tuned in to this webinar) or preoccupied (with things outside it)?</p> <p>Explain: Even just noticing that you’re preoccupied can help you to shift your focus to what we’re about to do here, now.</p> <p>Do a 10-second stretch</p>
0.05	<p>Introduce Problem-solving –explain that we will use Thinking Hats, a problem-solving strategy based on Edward de Bono’s work. In this exercise each coloured hat represents a different approach to a problem, so by working through each of them, we get a really good look at all aspects of the issue, which helps us come up with solutions. Run through each of the thinking hats to explain them.</p> <p>We will consider a number of dilemmas/challenges which community partners have encountered when doing CERL projects. We will work through the questions in the thinking hats to see what ideas we can come up with to help address these kinds of challenges –the next steps we would take and/or preventative measures that could have been taken - and consider also how technology could be used to support this.</p> <p>Some examples of challenges are:</p> <ul style="list-style-type: none"> - Keeping the students and supervisors focused on the research topic as agreed with the community partner – they may veer into a direction that is less useful to the community partner, as the project progresses. - Ensuring students commit and work effectively on the project to produce high quality outputs. - There can be gaps in communication, if a student doesn’t check-in with partners between the initial briefing and the handover of the final completed project. It can be frustrating for partners if student outputs include recommendations for something that they may have already tried, or ruled out trying for good reason.

	<ul style="list-style-type: none"> - Clarifying expectations – sometimes it’s not clear if an individual student is on <i>placement</i> with the community organisation (their work being directed by the community), or if they are <i>working independently</i> on a CERL project (with oversight from an academic supervisor, in collaboration with the community). - Ensuring that students understand the community partners’ context, and the sensitivities regarding their client group – eg students accidentally using language that might be seen as inappropriate, or asking questions that might be triggering. <p>(Note: thanks to our community partners who suggested these challenges)</p> <p>Ask the participants to vote on which challenges they would most like to address in the exercise. Depending on the number of participants, they will discuss the number one challenge as one group (with 5 or fewer participants) or they can discuss two or more top-ranked challenges in breakout groups (if 6 or more participants attend). If they are going to be in breakout groups, each person should be clearly assigned to a breakout group, and told what challenge that group will be working on, so that they can work on the correct challenge for the next, individual, exercise.</p>
0:15	<p>Start by taking about 8-10 minutes to work individually through each of the 6 hats, picking at least one of the challenges to focus on – use the comments area under each hat to note your ideas in response to the questions.</p> <p>(Set up one or more Padlets with the 6 thinking hats (one for each discussion group) before the session, and share the link with participants in the session)</p>
0.25	<p>Full group discussion (25 mins) OR breakout groups if a larger group attend (15 mins).</p> <p>If in breakout groups – ie if 6 or more participants attend the session: we will have 15 minutes in the small groups. Each group should decide who will be the spokesperson for the next section (there won’t be time to go through all the hats in the feedback part, so you’ll be looking to share your key ideas on how your challenge could be addressed or ideally even prevented). All participants to copy the link to the padlet from the chat before they enter the breakout room</p>
0:43 (only if in groups)	<p>If breakout groups – Ask spokespeople from each group to share briefly key learning from discussions – key ideas for preventing or solving these challenges (not enough time to go through all the hats) (3 mins each).</p> <p>Any points anyone wants to make on what they’ve heard from the other groups, any questions anyone wants to ask?</p>
0.50	<p>Next steps: Tell them that the link to the padlet, and the Thinking Hats page, will be posted in VLE afterwards</p>

	Don't forget to put it in the VLE after the session.
0:55	Any questions on next week's assignment? Quick reminder to use the module handbook for guidance on referencing. Reminder re this week's drop-in office hour times. Sign off by thanking them, looking forward to seeing them next week

For **participants**: Content for handout on Thinking Hats

Six Thinking Hats - A Discussion Strategy







This exercise is based on Edward De Bono's Thinking Hats
(<https://www.debonogroup.com/services/core-programs/six-thinking-hats/>)

Read again the challenge you have been given.

Now quickly work through each of the thinking hats to explore the challenge/issue, and see what learning you can pull out of it that would be useful generally for running CERL projects.

Make sure you watch the time so you can respond to all 6 hats (2 mins on each).

Please add comments to the padlet as you discuss each hat.

		
<p>The white hat: Facts</p> <ul style="list-style-type: none"> • What do I know? • What would I need to find out? 	<p>The yellow hat: Benefits, Positive</p> <ul style="list-style-type: none"> • What are the positive aspects of the challenges? • What can we build on here? 	<p>The black hat: Judgement, Negative</p> <ul style="list-style-type: none"> • What are the negative aspects of the challenges? • What might feel undesirable, or even unsafe?
		
<p>The red hat: Intuition, Feelings</p> <ul style="list-style-type: none"> • How do I feel about this – what is my gut feeling? • What do I like/not like about this? 	<p>The green hat: Ideas, Creativity</p> <ul style="list-style-type: none"> • What new ideas are possible? What are our suggestions – either to address the challenges, or to try to prevent them from arising in the first place? • How could technology help? 	<p>The blue hat: Process, Thinking about Thinking</p> <ul style="list-style-type: none"> • What thinking is needed? • Where are we now?

[Link to webinar slide presentation session 6](#)

Session 7 - Assessment and feedback

For **participants**: pre-webinar tasks, including weekly assignments for session 7

This is a combined assignment with session 6, above, so please see section 3.6 above for details.

For participants: pre-webinar reading/resource lists for session 7

Please complete all the required pre-reading and viewing before submitting your assignments.

Required reading/viewing for session 7. Please read/view *all* required sources.

Guiding question: How can you design engaging assessments, and give prompt and constructive feedback, to support your students to achieve the learning outcomes through their CERL project(s)?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style.

If you feel you would like to post ideas and reflections on any of these sources in the discussion board in Brightspace, to facilitate discussion among peers, and a more interactive learning style, please do!

Note - resources marked with an asterisk* are short resources that you could view or read on your coffee break :)

Sources on assessment and feedback

*National Forum for the Enhancement of Teaching and Learning in Higher Education (2017). *Expanding our Understanding of Assessment and Feedback in Irish Higher Education*. DOI: 10.6084/m9.figshare.4786300. Retrieved July 28, 2021 from <https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/95.-NF-2017-Expanding-our-Understanding-of-Assessment-and-Feedback-in-Irish-Higher-Education.pdf>

*National Forum for the Enhancement of Teaching and Learning in Higher Education (2020). *Selecting Online Alternatives to Common Assessment Methods*. DOI: 10.6084/m9.figshare.13366043. Retrieved July 28, 2021 from <https://www.teachingandlearning.ie/resource/selecting-online-alternatives-to-common-assessment-methods/>

Sources on competencies and learning outcomes

National /Regional Competence Frameworks –the one from your own country is your required reading (if available) as well as the relevant pages from the European Qualifications Framework:

Ireland:

National Qualifications Authority of Ireland (2009). *Referencing of the Irish National Framework*

of Qualifications (NFQ) to the European Qualifications Framework for Lifelong Learning (EQF). Retrieved July 28, 2021 from

<https://www.qqi.ie/Documents/Referencing%20Irish%20NFQ%20to%20the%20European%20QF%20for%20Lifelong%20Learning.pdf#search=learning%20outcomes%2A>

*Please read the grid of indicators on pages 120-21, and the comparison with EU competencies on pages 111-118.

UK: QAA (2014) *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*. Retrieved July 28, 2021

from <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf> -

*Please read pages 19-21, 23, 26-30 (these are print version page numbers)

*Queens University Belfast (n.d.) *Study Regulations for Undergraduate Programmes Annex 1: Conceptual Equivalents Scales/Descriptors Guidance*. Retrieved July 28, 2021 from <https://www.qub.ac.uk/directorates/media/Media,837251,smxx.pdf>

*Queens University Belfast (n.d.) *Study Regulations for Postgraduate Taught Programmes Annex 1: Conceptual Equivalents Scales/Descriptors Guidance*. Retrieved July 28, 2021 from <https://www.qub.ac.uk/directorates/media/Media,837249,smxx.pdf>

Catalunya:

Agència per a la Qualitat del Sistema Universitari de Catalunya (2019). *Marc Català de Qualificacions per a L'Educació Superior*. Retrieved September 28, 2021 from https://www.aqu.cat/doc/doc_31904719_1.pdf

Please read pages 34-53, just those sections that are relevant to the level at which you teach.

Or in English:

Agència per a la Qualitat del Sistema Universitari de Catalunya (2019). *Catalan Higher Education Qualifications Framework*. Retrieved October 4, 2021 from

https://www.aqu.cat/doc/doc_54247988_1.pdf

Please read pages 33-52, just those sections that are relevant to the level at which you teach.

For all partners, especially where national frameworks have not yet been developed:

European Commission (2018). *The European Qualifications Framework: supporting learning, work and cross-border mobility*. DOI:10.2767/385613. Retrieved July 28, 2021 from http://www.ehea.info/Upload/TPG_A_QF_RO_MK_1_EQF_Brochure.pdf

*Please read pages 18 and 19.

Sources on learning outcomes: ***These are only required viewing if you are not familiar with writing learning outcomes, and Bloom's Taxonomy.***

*The E-Learning Girls (2014, June 5) *VideoScribe - Writing Learning Objectives*.

<https://www.youtube.com/watch?v=eXxTpDg1thI> –

*Johnston, J. (2016, September 27) *E-Learning with Bloom's Revised Taxonomy*

<https://www.youtube.com/watch?v=XJWFQI4TV5E>

The accompanying handouts are here, for optional further reading:

https://www.youtube.com/redirect?event=video_description&v=XJWFQI4TV5E&q=http%3A%2F%2Fhigherelearning.com%2Fusing-blooms-taxonomy-in-e-learning&redir_token=QUFFLUhqEhnRkliQlozNV9EOUYxTjJWMnZ0QXBSZjlxZ3xBQ3Jtc0tsVEtOU0xGWktKNzNEWWgzdjI4RmZ0TVpGVEdxVXNBR3J6dIRTdE9fMF9CczNISEkzSTZTR3ZhSGstZVRfM29RMXVhMnNjM0Q2bldwMzIzUGNmVGU4UmZJNXVISVdfWURPZU1XcUIWX3VFSE1xSk tGTQ%3D%3D

*Module/course descriptor template from your university. **Please read the one for your own university.**

Sources on writing and assessing CERL learning outcomes, including rubrics

*Campus Engage (2015, November 26). *Participate Programme Video 3: Curriculum Design Options*. <https://youtu.be/B1f43NKQft8>

Tassone, V. and Eppink, H. (2016, June 30). The EnRRICH Tool for Educators: (Re-) Designing curricula in higher education from a “Responsible Research and Innovation” perspective. EnRRICH Project. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf

A very relevant source previously given to you. The assessment section is the required reading, on pp19-29

*McDonnell, C. (2020, May 5). *Community Engaged Research and Learning, A lecturer's perspective*. TU Dublin.

<https://www.youtube.com/watch?v=4djlbM3nZ8c&feature=youtu.be>

Owen, D. and Hill S. (2011). *Embedding Public Engagement in the Curriculum: A Framework for the Assessment of Student Learning from Public Engagement*. National Coordinating Centre for Public Engagement. Retrieved July 28, 2021 from

https://www.publicengagement.ac.uk/sites/default/files/publication/assessing_student_learning_from_pe.pdf

*Hawai'i Campus Compact (n.d.). *Rubric to Assess Service Learning Reflection Papers*.

Retrieved July 28, 2021 from [http://www.compact.org/wp-](http://www.compact.org/wp-content/uploads/resources/downloads/SL_Reflect_Form2.pdf)

[content/uploads/resources/downloads/SL_Reflect_Form2.pdf](http://www.compact.org/wp-content/uploads/resources/downloads/SL_Reflect_Form2.pdf)

*Burton, D. (n.d.). *Using Rubrics to Assess Journal Entries*. Retrieved July 28, 2021 from

<http://www.tnstate.edu/servicelearning/documents/reflectionrubric-1.pdf>

The assignment for Session 8

Please make sure to read the session 8 introduction, which includes the assignment details, before the webinar on XXX. You will have a chance to ask questions about the assignment at the end of the webinar.

Optional further reading for session 7:

Reference:

Alden Rivers, B., Armellini, A., Maxwell, R., Allen, S. and Durkin, C. (2015). Social innovation education: towards a framework for learning design. *Higher Education, Skills and Work-Based Learning*, 5 (4), 383-400. <https://doi.org/10.1108/HESWBL-04-2015-0026>.

Link to pdf: <http://nectar.northampton.ac.uk/7601/1/AldenRivers20157601.pdf>

Falbo, M. C. (2015). *Essentials of Instructional and Curricular Design for Community Engagement: Introductory Engagement Institute, January 28 - 30, 2015*. University of North Florida, Center for Community-Based Learning. Retrieved September 28, 2021 from <https://www.polk.edu/wp-content/uploads/Curricular-Design-for-Community-Based-Learning.pdf>

O'Keeffe, M., Gormley, C. and Ferguson, P. B. (2018). Moving the focus from grades to feedback: A case study of pass/fail marking. *Practitioner Research in Higher Education Journal*, 11 (1), 70-79.

Link to pdf: <https://ojs.cumbria.ac.uk/index.php/prhe/article/view/463>

Lowney, R. and Stone, S. (n.d.) *Exemplars and case studies of technology-supported assessment (& feedback) in FE and HE institutions*. Dublin City University, IUA; EDTL project, Co-created by education practitioners across Ireland and the UK. Retrieved October 11, 2021 from <https://hub.teachingandlearning.ie/resource/exemplars-and-case-studies-of-technology-supported-assessment-feedback-in-fe-and-he-institutions/>.

For **facilitators**: webinar plans for session 7

Note that this webinar focuses on **co-designing the rubric for marking their final summative assignment on this module**. Facilitating this process can be a little nerve-racking because the facilitator can't really anticipate all that might happen and how the discussions might go, but it is a very invigorating process despite the discomfort. It can provide lots of useful learning for the participants, particularly if they engage fully, as it models an example of a co-design process. We recommend that the facilitator share a very short reflection on the process with participants at the end of the webinar, both to model reflection, and to show that everyone can feel nervous about co-design, but that it is manageable despite the uncertainties.

Process of preparation for webinar (this will take about half a day):

1. Collate the rubrics submitted by participants (from their session 7 assignment) into an excel spreadsheet, with each rubric on a different tab. Then collate them into one draft on a 'collated rubric' tab – we suggest collating all of the content from all of the rubrics, rather than making editorial decisions without input from participants.
2. Then pick out key points and questions/decisions that need to be agreed by the group, and key topics for discussion. Simplify the process - focus on the really core things (eg not should we have x divided into 2 lines or merged into 1). Have these points/questions ready to copy and paste into the padlet during the individual reflection part of the webinar.

Time	Task
0.02	<p>REMEMBER TO START RECORDING!!!!</p> <p>Stretch.</p> <p>Start with a reminder of the 3 aspect of assessment - assessment as learning/for learning/of learning – this is worth considering, because what are we using assessment for, with CERL? How/can we assess reflection, does assessing it have an impact on it?</p> <p>Give general feedback on themes emerging from the rubrics they produced, and from the testing process they used in their assignment.</p>

0.10	<p>Individual reflection – read the final assignment brief, and the draft synthesised rubric (we have added a letter to the top left of each cell so that we can easily identify where we are suggesting changes).</p> <p>Questions to guide your thinking:</p> <ul style="list-style-type: none"> - Do the brief and the rubric match? - Do the descriptions of the different levels of achievement fit the level, and are they distinct from the other levels? - Is the rubric clearly understandable – <ul style="list-style-type: none"> 1. for you as participants, 2. if you were going to use it to give feedback on assignments, as a lecturer? - How could it be improved? <p>We've put the key questions in a Padlet, so that you can pop responses or even further questions into it.</p> <p>Headings for padlet topics:</p> <p>What do you like most about it?</p> <p>Is anything unclear?</p> <p>Any other questions?</p> <p>Is anything missing?</p> <p>Is there anything here we don't need?</p> <p>Concrete suggestions for improvements:</p> <p>Note that facilitators should also enter points on the padlet based on their analysis of the synthesised rubric.</p>
0.20 or 0.25	<p>The facilitator should bring the group together through the padlet, focusing on the really big issues that participants have identified in it. Once an issue has been discussed, if there's no clear resolution the facilitator can use a poll in the virtual classroom, to help the group arrive at a decision if needed.</p> <p>Once the critical issues have been addressed, any other minor decision items can be worked through if there is time.</p> <ol style="list-style-type: none"> 1. Check the feedback under 'is anything unclear' or 'any other questions' to see is there anything big that needs to be clarified before we can get into the detail.

	<p>2. Start with 'concrete suggestions for improvements' – the ones that focus on big issues, not little details – and discuss and agree yes or no on each of these.</p> <p>3. Then look at 'anything missing', and 'anything not needed'.</p> <p>As things are agreed, make changes to the collated rubric if needed, using screenshare of excel document so participants can see the changes live.</p> <p>Note: if this process is not working – we can explore why it is not working together – on the spot.</p> <p>Before the end, allow time to read over each cell in the rubric to check if we're all happy with the contents. Agreement to be reached on any changes to be made.</p>
0:50	<p>Next steps: based on the decisions made we will post the latest version of the rubric in the VLE by XXX. Please add any comments and suggestions for improvements within 2 days. If anything significant emerges that people would like to change, we'll bring a proposal to the start of the next webinar for everyone to vote on. Otherwise we will incorporate the feedback and post the final version by XXX.</p> <p>Note: the facilitator should take 2 mins max at this point to share their reflection on this process of co-designing the rubric, focusing on the process up to the webinar (so this can be pre-prepared) and including any comments on the webinar too if appropriate or if short on time it can be posted in the VLE after the webinar.</p>
0:55	<p>Any questions on next week's assignment?</p> <p>If people are really falling behind on assignments, you can add at this point a quick poll re would they prefer to produce the evaluation tool (session 8 part C assignment) as a group or as an individual? If there's a mix we can encourage those who'd like to work as a group to post their names in the chat so they can contact each other. If people have backlogs, it's OK to produce this as an individual instead, although there would be more learning if done in a group.</p> <p>Reminder re this week's drop-in office hour timing</p> <p>Sign off by thanking them, looking forward to seeing them next week</p>

[Link to webinar slide presentation session 7](#)



Session 8 - Evaluating CERL projects

For **participants**: pre-webinar tasks, including weekly assignments for session 8

In this session we are focusing on **evaluating** CERL processes and outcomes – capturing the impact of the project on all the participants. This is different from **assessment, or grading**, of student learning, as considered in the previous session (although student learning is one of many outcomes that we might also wish to evaluate!). Ultimately evaluation is a form of structured reflection, designed to improve your practice. In relation to CERL, you will be focusing on what worked well, what was challenging, how processes or outcomes could be improved in the future, and what were the benefits and impacts of the collaboration?

It's important to think about evaluation in the context of goals, strategies and metrics: from global objectives such as the UN Sustainable Development Goals, to national or regional targets, to university strategic plans and key performance indicators. You should find it easier to implement and develop CERL projects, and to obtain support and resourcing for them, if you can find ways to design them so that their outcomes and impacts align with institutional, regional and national strategies and policies.

In the pre-webinar resources we have included materials on relevant strategies and metrics at a regional/national level for a range of countries, as well as universities. We have included sources on impacts of CERL, and on ways to capture the impacts, benefits and challenges of community development and/or CERL programmes and projects. Material from session 7, on learning outcomes, may also be useful to you in this session, as learning is a valuable impact of CERL.

By the end of this session you should be better able to:

- Select and/or develop an appropriate method to evaluate curriculum-based engagement for all stakeholders
- Evaluate relevant sources on civic and community engagement as a concept and set of practices, embedded in the university curriculum
- Demonstrate an understanding of the strengths and vulnerabilities of community partners, in a range of contexts, and of their research interests and agendas.

Deadline: XXXX, for all parts of the assignment.

Please submit part B in a thread with your name on it, in the discussion boards in the VLE.

One person from your triad should submit part C in the discussion boards, in a new thread with the names of the triad members on it.

Part A: Reading/viewing of resources.

Please complete all the required pre-webinar reading and viewing.

Part B: Individual work: Evaluation plan for your CERL project.

First, please clearly identify your goals - the key planned **processes, outcomes** (including student learning outcomes) and **impacts** - for your new or reimagined CERL project/module/course. Think about each of these items in relation to what you aim the project to achieve for your students, your community partner, and yourself. You should relate these to relevant university and local/national/international policy and strategic objectives.

Next, please develop an evaluation plan for your CERL project, in light of your planned processes, outcomes (including student learning outcomes) and impact. This plan should describe how you will conduct the evaluation, with each of the stakeholder groups (students, community partner(s) and yourself and any other participating lecturer(s)). The evaluation plan should summarise what data you plan to capture (over the course of the CERL project, not just at the end), how you plan to capture it, and how you will make sense of, and use, the findings – you might find it helpful to refer to, or adapt, the table below. Your evaluation plan should be around 500 words, with APA citations and references.

	Students	Community Partner(s)	You (and other lecturers, if involved)
What are your planned CERL processes, outcomes and impact? What policy or strategic goals do these feed into?			
When might you collect data (not just at the end)?			
What kind of data might you collect?			
How will you collect the data (you should also think about research ethics)?			

How will you make sense of the data?			
How can you use your findings to improve your CERL practice?			

(Please note that you have the option of updating and re-submitting part B of your assignment by XXX, provided you have already posted your original submission by the deadline. You can do this if you feel that you would like to incorporate additional learning from the webinar – but bear in mind that you have another assignment due the following week for session 9. If you choose to resubmit Part B, please do so by uploading it into the same thread in the VLE and clearly marking it ‘updated submission’.)

Part C: Group work: Data collection tool

Please work with your Triad to design a short data collection tool that you can all use as part of your evaluation plans, to capture stakeholder views on the processes, outcomes and impacts of your planned CERL project, as well as the key benefits and challenges they experienced. The data you will collect using the tool should be useful to you in improving your CERL project. This data collection tool should be designed for evaluating the experience and outcomes for EITHER a student OR a community partner.

Please include a short (one-paragraph) introduction to the tool for the purpose of this assignment, explaining the approach you have taken to the development of the tool, and at what point in the CERL project this tool will be used. This introduction should also include APA citations and references.

Your data collection tool might take the form of a questionnaire or survey, or it could be an interview guide containing the questions you might put to a focus group or individual. You should make sure you capture at least some qualitative AND quantitative data, whichever tool you decide to create. In line with GDPR, your tool must include a consent section at the start, explaining the purpose(s) of the data collection, and how the data will be used and stored, and for how long. The tool should be no more than 2 pages long. (Please note that if you’re planning to collect data from students, and would like the option of publishing this, for example in a journal article, it would be good practice to seek ethical approval from your university, given the power differential between you and your students.)

Please make sure you do not ask questions that are very leading, i.e. questions that indicate which answer you prefer. For example, if you ask ‘did you enjoy X?’, that is leading the respondent to a ‘yes’ response. Instead you could ask ‘describe your experience of X’, or, if you’re looking for quantitative data, ‘please select which of the following statements apply: *I enjoyed X* or *I did not enjoy X*’. You can find out more about asking effective questions in the pre-webinar resources.

As always, enjoy your learning!



Marking rubric for assignment for session 8

	Pass/ Achieved fully	Pass/ Achieved (borderline)	Refer/ Not yet achieved (borderline)	Refer/ Not yet achieved
Evaluation plan – identifying relevant goals for CERL project stakeholders, related to relevant policy/strategic goals, based on engagement with relevant sources	<ul style="list-style-type: none"> Processes, outcomes and impacts for each group are clearly outlined. These and the strategic goals show clear consideration and understanding of relevant sources. 	<ul style="list-style-type: none"> Discussion of processes, outcomes and impacts for each group is limited. Few references to relevant sources or strategic goals; unclear demonstration of understanding of them. 	<ul style="list-style-type: none"> Little discussion of processes, outcomes and impacts. Some stakeholders not considered. Little reference to relevant sources or strategic goals. 	<ul style="list-style-type: none"> Virtually no discussion of processes, outcomes or impacts, for most stakeholders. Virtually no evidence of engagement with or understanding of sources, no mention of relevant policies or strategic goals.
Evaluation plan - capturing suitable data from all stakeholder groups	<ul style="list-style-type: none"> Clear plan for collection and evaluation of data from all stakeholders at relevant milestones in the CERL project. Evaluation plan focuses on collecting data on 	<ul style="list-style-type: none"> Plan is sketchy or somewhat lacking in clarity, with different stakeholders and /or evaluation points during the project not fully considered. 	<ul style="list-style-type: none"> Plan is very sketchy or lacking in clarity, with the full range of stakeholders and /or evaluation points during the project/module not considered. Evaluation planned at a very superficial 	<ul style="list-style-type: none"> Planned evaluation is unclear and very limited in scope, both in terms of timing and range of stakeholders. Evaluation plan is so limited and superficial that it is very unlikely to

	<p>relevant processes, outcomes and impacts for CERL.</p> <ul style="list-style-type: none"> • This data will effectively document the benefits, challenges and impacts for all stakeholders and can really be used to improve the CERL project for all participants 	<ul style="list-style-type: none"> • Evaluation planned at a slightly superficial level, may not capture very useful data on relevant processes, outcomes and impacts for CERL. • Plan will only adequately document benefits, challenges and impacts, or somewhat help improve the CERL project for stakeholders 	<p>level, unlikely to capture useful data on relevant processes, outcomes and impacts for CERL.</p> <ul style="list-style-type: none"> • Plan does not adequately consider all stakeholders, and/or document benefits, challenges <i>and</i> impacts, to help improve the CERL project for stakeholders 	<p>generate useful data on processes, outcomes and impacts.</p> <ul style="list-style-type: none"> • Plan is very unlikely to generate meaningful data on benefits, challenges, and/or impacts, to help improve the CERL project for stakeholders.
<i>Evaluation plan – citations and referencing</i>	<ul style="list-style-type: none"> • Fully referenced with citations in APA style. 	<ul style="list-style-type: none"> • Referencing/ citation adequate – not completely APA style. 	<ul style="list-style-type: none"> • Referencing/ citation patchy, not APA style. 	<ul style="list-style-type: none"> • Little or no referencing or citations.
<i>Introduction to data collection tool</i>	<ul style="list-style-type: none"> • Clear rationale for approach, and clarifies when, and with whom, the tool will be used. 	<ul style="list-style-type: none"> • Adequate rationale for approach, may not fully detail when, and with whom, it will be used. 	<ul style="list-style-type: none"> • Limited rationale for approach, and it's unclear when and with whom it will be used. 	<ul style="list-style-type: none"> • No or very unclear introduction or details of how the tool will be used. • Little or no referencing or citations.



	<ul style="list-style-type: none"> Fully referenced with citations in APA style. 	<ul style="list-style-type: none"> Referencing/ citation adequate – not completely APA style. 	<ul style="list-style-type: none"> Referencing/ citation patchy, not APA style. 	
<i>Data collection tool</i>	<ul style="list-style-type: none"> Comprehensive consent section at the beginning of the form, including the purpose of the evaluation. The tool is clear, with a logical flow of questions, balancing qualitative and quantitative questions. Questions are concise, not overtly leading, and relevant to the stakeholder and to the relevant point in the CERL project where the tool will be used Questions should generate very useful data on 	<ul style="list-style-type: none"> Consent section at the beginning of the form could be clearer, as could the purpose of the evaluation. Some questions are a little unclear and/or do not have a logical flow. Very unbalanced use of qualitative vs quantitative questions A few questions may be a little unclear, somewhat leading, or lacking clear relevance to the stakeholder and to the particular point in the CERL project where it will be used. 	<ul style="list-style-type: none"> Consent section at the beginning of the form, and the purpose of the evaluation, are not sufficiently clear to obtain informed consent Order of questions is occasionally confusing. Does not include both qualitative and quantitative questions A few questions are difficult to follow/answer. A small number of quite leading questions, and/or questions not particularly appropriate to the stakeholder or to 	<ul style="list-style-type: none"> Consent section and purpose of evaluation are missing, missing essential elements, or are very unclear No discernable logic to the order of questions, which is very confusing. Does not include both qualitative and quantitative questions. Questions difficult to follow/answer. Very leading questions, and/or questions not relevant to the stakeholder or to the point in the CERL project



	<p>processes, outcomes, impact, challenges and benefits, and help improve the CERL project.</p>	<ul style="list-style-type: none"> • Questions only likely to generate adequate data on processes, outcomes, impact, challenges and benefits, or have a limited ability to help improve the CERL project. 	<p>the point in the CERL project where it will be used.</p> <ul style="list-style-type: none"> • Questions are unlikely to generate levels of useful data on processes, outcomes, impact, challenges and benefits, or help improve the CERL project. 	<p>where it will be used.</p> <ul style="list-style-type: none"> • Questions are very unlikely to generate useful data or help improve the CERL project.
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For **participants**: pre-webinar reading/resource lists for session 8

Required Pre-reading - to be done before the assessment deadline. Please read/view *all* required sources.

Guiding questions: What kind of impact are you aiming for with your CERL project(s) – for each of the stakeholders, and more broadly? How do these align with your university/regional/national strategic priorities? How can you potentially evaluate your CERL project(s) with participants to make sure you are progressing towards these desired impacts?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style.

If you feel you would like to post ideas and reflections on any of these sources in the discussion board in the VLE, to facilitate discussion among peers, and a more interactive learning style, please do!

Note - resources marked with an asterisk* are short resources that you could view or read on your coffee break

Sources on impact of CERL

*Community Engaged Research and Learning VUB. (2020, August 20). *CERL Impact* [Video]. <https://www.youtube.com/watch?v=8dSrTnDlilk>

*McKenna, E. and Bradley, J. (2020, November 6). *Impact (Evaluation and Impact)* [Video]. Students Learning with Communities TU Dublin. <https://youtu.be/cjlsDGN4V-s>

*Ovuorho, O. (2020, May 5) *Community Engaged Research and Learning – A Student Perspective* [Video]. Students Learning With Communities TU Dublin. <https://youtu.be/XS2CVdIKay0>

Sources on relevant indicators/metrics/strategic goals/policies, at an international, national, regional and university level, that can potentially be related to CERL.

NB: Other than Farnell (2020), the only required reading is documents of any one country or university.

Farnell, T. (2020). *Community Engagement in higher education: trends, practices and policies*. NESET report. Luxembourg: Publications Office of the European Union. [https://doi: 10.2766/071482](https://doi.org/10.2766/071482).

Link to pdf:

https://nesetweb.eu/wp-content/uploads/2020/07/NESET_AR1-2020_analytical-report.pdf

*Please read pages 88-89, Annex 2

Examples of regional/national metrics relevant to CERL from different countries – **only one is required reading:**

- **Ireland:** Higher Education Authority. (n.d.). *Higher Education System Performance Framework 2018 – 2020*. Dublin: Higher Education Authority. Retrieved October 20, 2021 from <https://hea.ie/assets/uploads/2018/01/higher-education-system-performance-framework-2018-2020.pdf>
*See page 27 (print version page 26) for CERL indicators.
- ***Ireland/UK:** Boland, J., Martin, E., and McKenna, E. (n.d.). *Policy Drivers for Community Higher Education Engagement – An Introductory Guide for HE staff*. Dublin: Campus Engage. Retrieved October 20, 2021 from <http://www.campusengage.ie/wp-content/uploads/2018/12/Policy-Drivers-for-Community-HE-Engagement-WEB.pdf>
This is slightly dated but still relevant
- **UK:** Research Excellence Framework. 2021. (2020) *Guidance on Submissions (2019/01)*. Retrieved October 20, 2021 from https://www.ref.ac.uk/media/1447/ref-2019_01-guidance-on-submissions.pdf -
*See page 85 (print version page 68) for definition of impact
- **Spain/Catalunya:**
 - * Gobierno De Espana. (n.d.). *Objetivo 4. Educación de calidad*. Retrieved October 21, 2021 from <https://www.agenda2030.gob.es/objetivos/objetivo4.htm>
 - * CRUE Universidades Espanolas. (n.d.). *El presidente de Crue presenta la estrategia Universidad 2030 en los foros internacionales*. Retrieved October 21, 2021 from <https://www.crue.org/2021/02/crue-presenta-universidad-2030-en-foros-internacionales/>
 - * CRUE Universidades Espanolas. (n.d.). *EL COMPROMISO DE LAS UNIVERSIDADES ESPAÑOLAS CON LA AGENDA 2030*. Retrieved October 21, 2021 from

<http://www.exteriores.gob.es/Portal/es/SalaDePrensa/Multimedia/Publicacion/es/Documents/CRUE%20Universidades%20Espa%C3%B1olas.%20Posicionamiento%20Agenda%202030.pdf>

*Gencat. (n.d.). Consell Interuniversitari de Catalunya - El pla d'acció de les universitats catalanes per a la consecució de l'Agenda 2030. Retrieved October 21, 2021 from

http://cads.gencat.cat/ca/Agenda_2030/alianca/compromisos/cic-pla-accio-universitats-catalanes-agenda-2030

University strategic plans/indicators/metrics – again **only one set of documents is required reading:**

- ***TU Dublin:** TU Dublin. (2020). *Realising Infinite Possibilities - Strategic Intent to 2030*. Dublin: TU Dublin. Retrieved October 19, 2021 from <https://tudublin.ie/media/TU-Dublin-2030.pdf>
- ***QUB:** Covid-19 related developments have overtaken the Institutional Plan, so the advice is to focus on UN Sustainable Development Goals (above), which will definitely be a focus of the next Plan. QUB Mission statement: 'A world class **international** university that **supports outstanding students and staff**, working in world class facilities, conducting leading-edge education and research, **focused on the needs of society.**' (our emphasis)
- ***CUB:** Budapesti Corvinus Egyetem. (2020). *CORVINUS MEGÚJULÁSI PROGRAM 2021-24 Intézményfejlesztési Terv*. Retrieved November 29, 2021 from <https://www.uni-corvinus.hu/fooldal/egyetemunkrol/szabalyzatok-utasitasok/szabalyzatok/alapdokumentumok/>.
- **UOC:** Universitat Oberta de Catalunya. (2019). *Pla d'acció Coneixement Obert: marc d'actuació*. Retrieved October 21, 2021 from https://www.uoc.edu/portal/_resources/CA/documents/coneixement-obert/pla-accio-coneixement-obert.pdf
- **UOC:** Universitat Oberta de Catalunya. (n.d). *L'estratègia 2014-202*. Retrieved October 21, 2021 from <https://www.uoc.edu/portal/ca/universitat/pla-estrategic/index.html> *Please read Eix 3.3 - Coneixement Obert – page 11.
- Universitat Oberta de Catalunya. (n.d). *Plans d'acció 2020-2021*. Retrieved October 21, 2021 from <https://www.uoc.edu/portal/ca/universitat/pla-estrategic/plans-accio-20-21/index.html> *Please read page 20

Sources on evaluating CERL

Holland, B.A. (2001). A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships. *New Directions for Higher Education*, 51-60. <https://doi.org/10.1002/he.13>

Link to pdf: https://www.uta.edu/csl/_downloads/21-Assessment%20Article%20-%20Barbara%20Holland.pdf

Note slight differences in terminology: the author uses 'assessment' where we are using 'evaluation', to distinguish it from the process of grading student work, which we are calling 'assessment'. She calls CERL 'service-learning'.

Optional further reading with more details of the indicators which Holland refers to can be found here:

Driscoll, A., Holland, B., Gelmon, S., and Kerrigan, S. (1996). An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution. *Michigan Journal of Community Service Learning*. <https://digitalcommons.unomaha.edu/slceslgen/175> pp. 66- 71

*_Shumer, R. D., Duttweiler, P., Furco, A., Hengel, M. S. and Willems, G. (2000). *Shumer's Self-Assessment for Service Learning*. Retrieved October 13, 2021 from <http://digitalcommons.unomaha.edu/slceslgen/145>

Read pages 3-8, and pages 26-40. Note this article uses similar terminology to the Holland article above – i.e. 'assessment' for what we would call 'evaluation'. Also note that this is focused on schools but can easily be tweaked for universities.

*Vargiu, A. (2017, August 31). *Embedding and strengthening RRI in the curriculum through pilots and good practice exchange – What we have Learned So Far*. Italy: Università degli Studi di Sassari. EnRRICH Project. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D6_1-_WP3_and_WP4_Evaluation_report.PDF

Read pages 83-85: peer evaluation questionnaire developed to support lecturers to evaluate their pilot CERL projects (based on the EnRRICH Tool)

Sources on developing useful evaluation tools and questions, including informed consent

National Service-Learning Clearinghouse. (n.d.). *Educators' Guide to Service-Learning Program Evaluation*. Retrieved October 13, 2021 from https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/Toolbox/LK_E_EvaluationToolkit.pdf

Pages 15-39 (14-38 in print version pages) cover basic quantitative and qualitative techniques when designing research/evaluation and analysing data. Please read the sections which cover the research techniques you are least familiar with, or would like a refresher on.

*Fernandez, K. (2014, September 26). *Survey Design Essentials - 7 tips for good survey questions*. [Video]. www.youtube.com/watch?v=lq_fhTuY1hw

*Pew Research Center. (2018, March 21). *Methods 101: Question Wording*. [Video] <https://www.youtube.com/watch?v=eFzGdQrr2K8>

*UCD Teaching & Learning. (2014). *Sample Information Leaflet and Consent Form for Research into Teaching & Learning in UCD*. Dublin: University College Dublin. Retrieved October 21, 2021 from

<https://www.ucd.ie/t4cms/Sample%20Information%20Leaflet%20and%20Student%20Consent%20Form.doc>

Please read all 4 pages, and note the requirement for approval from an Ethics Committee, which is good practice if you are planning to involve students in particular as participants in research (including evaluations, if they are for any purpose other than improvement of tuition – such as producing research presentations or publications on your CERL project).

The assignment for Session 9

Please make sure to read the session 9 introduction, which includes the assignment details, before the session 8 webinar. You will have a chance to ask questions about the assignment at the end of the webinar.

The session 9 materials will be released on the VLE 2 weeks before the webinar.

Optional further viewing/reading:

Davies, R. (2005). *The 'Most Significant Change' (MSC) Technique: A Guide to its Use*. Retrieved October 20, 2021 from <https://10.13140/RG.2.1.4305.3606>.

Evaluation approach based on collecting stories about significant changes: Read pages 8-14 (print page numbers) –

https://www.researchgate.net/publication/275409002_The_'Most_Significant_Change'_MSC_Technique_A_Guide_to_Its_Use

Rabinowitz, P. (n.d.). Participatory Evaluation. *The Community Tool Box*. Centre for Community Health and Development, University of Kansas. Retrieved August 24, 2021 from <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main>

Fast Track Impact. (2019, April, 25). *Video on visual ways to capture feedback and evaluation*. [Video]. <https://www.youtube.com/watch?v=oQJZdzmg-E>

Morris, K., Bowman, S., and Adshead, M. (2018). *Engaged Research Planning for Impact - Society and Higher Education Addressing Grand Societal Challenges Together – A How-To Guide*. Campus Engage. Retrieved October 13, 2021 from

http://www.campusengage.ie/wp-content/uploads/2018/12/Campus_Engage_Impact_Framework_May_2018_Web.pdf

Hurd, C. A. (2006). *Is Service-Learning Effective? A Look at Current Research*. Colorado: Colorado State University. Retrieved October 21, 2021 from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.496.538&rep=rep1&type=pdf>

Reeler, D. and Van Blerk, R. (2017). *The Truth of the Work: Theories of Change in a changing world*. The Community Development Resource Association. Retrieved October 20, 2021 from

http://www.cdra.org.za/uploads/1/1/1/6/111664/the_truth_of_the_work_-_theories_of_change_in_a_changing_world_-_by_doug_reeler_and_rubert_van_blerk_%E2%80%93_cdra_2017_-_final.pdf

Article on transformational learning as impact, in social innovation training programmes (not specifically about CERL but has lots of parallels).

Yee, J., Raijmakers, B. and Ichikawa, F. (2019). Transformative Learning as Impact in Social Innovation. *Design and Culture*. 11. 1-24.
<https://doi.org/10.1080/17547075.2019.1567984>.

Link to pdf:

https://www.researchgate.net/publication/331657101_Transformative_Learning_as_Impact_in_Social_Innovation

Community Work Ireland. (2016). *All Ireland Standards for Community Work*. Galway: All Ireland Endorsement Body for Community Work Education and Training (AIEB). Retrieved October 21, 2021 from <https://www.communityworkireland.ie/wp-content/uploads/2016/03/All-Ireland-Standards-for-Community-Work.pdf>.

– outlines key principles which could be used to help evaluate CERL projects:

United Nations. (2015). *The 17 Goals*. <https://sdgs.un.org/goals>

World Health Organisation Research Ethics Review Committee. (2021). *Templates for informed consent forms*. Retrieved October 20, 2021 from <https://www.who.int/groups/research-ethics-review-committee/guidelines-on-submitting-research-proposals-for-ethics-review/templates-for-informed-consent-forms>

Link to Informed consent for qualitative studies: <https://www.who.int/ethics/review-committee/ethics-InformedConsent-qualitativestudies.doc?ua=1>

On research integrity:

ALLEA - All European Academies. (2017). *The European Code of Conduct for Research Integrity – Revised Edition*. Retrieved October 20, 2021 from <https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021->

[2027/horizon/guidance/european-code-of-conduct-for-research-integrity_horizon_en.pdf](#)

If you like you can also get started on the pre-released sources for next week's session and assignment.

For **facilitators**: webinar plans for session 8

Invited guests: for this session we recommend inviting a community partner who has a broad policy perspective. A second person could also be invited, from a university context, again someone who has a broad perspective on university and national level policy.

Pre-session preparation: The day before this session the facilitator needs to scan the evaluation plans submitted by the participants, and pick out all the impacts they can find that are listed for the different stakeholders. Sometimes it might take a bit of digging, as some participants may list just one impact, but looking at their goals and plans for evaluation in detail, other types of impact may emerge even though they weren't specifically identified as impact. Create one slide (or two if necessary) with a list of all the impacts in the assignments. Circulate this to the invited guests before the session, so that they can look at them, and see if they can think of any types of impact, for their sector in particular, that the participants might have missed.

Time	Task
Before session	Share in advance with external people and the facilitation team our summary of what came through in the assignments, so we can all reflect on that.
0.02	<p>REMEMBER TO START RECORDING!!!!</p> <p>Welcome everyone.</p> <p>Ask them to stand up and wave their arms around and stretch for 10 seconds – in case they've been sitting all morning.</p> <p>Introduce the session structure quickly.</p>
0.04	<p>Introduce short discussion in pairs/threes max (if possible people should be grouped by context, not in triads, to allow them to explore their common regional/national context – but if numbers don't allow this then there can be people from more than one context in each group)</p> <p>Exercise:</p> <ol style="list-style-type: none"> 1. Appoint a note-taker for the group, and a timekeeper. 2. Each person summarise very briefly (1-2 minutes) what impacts you wanted to capture in the evaluation plan you submitted for the assignment (use keywords for describing impacts: Increase,

Decrease, Attain, Maintain (from Quality Matters training on Impact))

3. Reflect together on these impacts –
- What are the similarities and differences in terms of what you are aiming for?
 - Are there any types of impact you’re missing entirely that you might want to capture in some way, particularly when you consider your institutional/regional/national metrics?
 - How could this/these impacts be built into your evaluation plans, to improve them?

[insert participant names into groups to have them ready in advance]

Group 1:	Group 2:	Group 3:

Facilitators should not join these groups.

0:20 Very short slide presentation from us summarising the impacts in the evaluation plans they submitted for the assignments (5 mins max) – explain that we want them to watch out for the impacts they’ve just been discussing in small groups.

0:25 Full group discussion of impacts identified.
Facilitator to make notes, to put in VLE after the session

- Are there any impacts you’d like to add to our list, from the discussion you’ve just had in your small group? (invite participants to type these into the chat – or we can ask them to take the microphone if there aren’t too many responses)
- Guest community partner (and university guest, if one is invited) to add to the discussion on what impacts they feel we are focusing on, and what additional impacts we might be missing, particularly from a community perspective. (invite guest participant to join at 0:20 – so they can respond to what participants worked on)

If people ask questions in the session, let the participants respond rather than the facilitators.

	<ul style="list-style-type: none"> - If time: discuss: How might we find out about any of these (new) impacts in the evaluations you are planning for your CERL projects?
0:55	<p>Any questions on next week's assignment?</p> <p>Reminder re this week's drop-in office hour time.</p> <p>Sign off by thanking them, looking forward to seeing them next week</p>
AFTER	Post slide presentations from session and any notes from the discussion to the VLE

[Link to webinar slide presentation session 8](#)

Session 9 - Data protection and dissemination

For **participants**: pre-webinar reading/resource lists for session 9

For this session in the pre- webinar resources we have included materials on dissemination for CERL. The materials cover top tips and methods for dissemination, good practices – including challenges and key things to consider for dissemination, and introductory material on Open Access.

By the end of session 9 you should be better able to:

- Evaluate relevant sources on civic and community engagement as a concept and set of practices.
- Transform a module you teach, through meaningful and respectful stakeholder engagement, to incorporate a community engaged research or learning project

Deadline for assignment: *insert date here*

Task 1: Reading

Please complete all the required pre-reading and viewing for session 9

Task 2: Brainstorm personal dissemination goals for your CERL project

1. Use the session 9 template below to brainstorm a list of dissemination ideas for your CERL project.
Briefly note the objective and benefit for each dissemination activity. Ideas can be really small, medium size or more ambitious, and can include yourself, students and community partner.
2. Use the session 9 template 2 below to review your list again and now rank your list according to the dissemination goals you would like to make for yourself for your CERL project.

Task 3: Create a dissemination plan based on your top 3 dissemination goals for your CERL project

Use the questions below to further describe the detail and things you will need to consider to achieve each of your dissemination goals. Take each goal one by one.

- What is the dissemination activity (the examples in the resource list for this session may help), what is the activity, who would be involved, where might it take place, when might it take place?
- Who is the audience for the dissemination activities and why is it important to reach them?
- What impact you hope to achieve with your dissemination activity.
- Address and make provision for challenges that may arise in preparing for or implementing your dissemination activity (e.g. consent, publishing outcomes in

the public domain, data collection/protection, including GDPR, and documentation processes (field notes, photographs etc.)

- Anything else you might like to add.
- Please fully reference 3 relevant sources from the pre webinar material for session 9.
- Your dissemination plan should be two pages long and fully referenced.

Session 9, template 1

Brainstorm a list of ideas on ways you could disseminate your CERL project?	Objectives and benefits

Session 9, template 2

Rank	Ideas on ways you could disseminate your CERL project	Objectives and benefits
1.		
2.		
3.		
4.		
5.		

As always, enjoy your learning

Marking rubric for assignment for session 9

	Pass/ Achieved fully	Pass/ Achieved (borderline)	Refer/ Not yet achieved (borderline)	Refer/ Not yet achieved
<i>Brainstorm personal dissemination goals for your CERL project and Create a dissemination plan based on your goals for your CERL project</i>	<ul style="list-style-type: none"> • Clear and relevant dissemination goals for CERL project identified. • Clear objectives and benefits for the selection of the chosen dissemination activities are identified. • Dissemination plan considers all questions in the assignment meaningfully. • Plan shows clear consideration and understanding of 3 relevant resources from the pre reading material for session 9, and is within the page limit. • Sources are clearly referenced with APA style. 	<ul style="list-style-type: none"> • Clear and relevant dissemination goals for CERL project identified but could be further articulated. • Objectives and benefits for the selection of the chosen dissemination activities are identified but could be further described. • Dissemination plan considers all questions in the assignment generally but more detail could be provided. • 3 sources from the pre reading material for session 9 were not referenced, and the APA style is incomplete. • Under or over the page limit. 	<ul style="list-style-type: none"> • Dissemination goals for CERL project identified are unclear. • Objectives and benefits for the selection of the chosen dissemination activities are unclear. • Dissemination plan does not fully consider all of the questions in the assignment. • 3 sources from the pre reading material for session 9 were not referenced, and the APA style is incomplete. • Under or over the page limit. 	<ul style="list-style-type: none"> • Dissemination goals for CERL project identified are described. • Objectives and benefits for the selection of the chosen dissemination activities are not described. • Dissemination plan consider only some of the questions. • No or few sources from the pre reading material for session 9 were referenced, and the APA style is incomplete. • Significantly under or over the page limit.

For **participants**: pre-webinar tasks, including weekly assignments for session 9

Required Pre-reading – to be done before completing the assignment. Please read/view *all* required sources.

Guiding questions:

How will you embed dissemination activities into your CERL plans, and link your plans to your academic profile enhancement goals?

You may want to build in breaks in your reading/viewing to reflect on what you have read, and the guiding question – depending on your learning style.

If you feel you would like to post ideas and reflections on any of these sources in the discussion board in Brightspace, to facilitate discussion among peers, and a more interactive learning style, please do!

Opportunities and key considerations in dissemination for CERL

(While these papers deal with larger research projects, key principles are useful for smaller CERL projects.)

If you are new to Open Access:

Piled Higher and Deeper (PhD Comics). (2012, October 26). *Open Access Explained!* [Video]. <https://www.youtube.com/watch?v=L5rVH1KGBCY>

A short history of Open Access

RRI Tools. (2016, February, 2016). *Open Access in RRI means* [Video]. (<https://rri-tools.eu/open-access>).

What does Open Access in RRI Mean? (Click on the red button – Tell me more) A short Video

Readings for everyone:

McDavitt, B., Bogart, L. M., Mutchler, M. G, Wagner, G. J., Green, H. D. Jr, Lawrence, S. J, et al. (2016). Dissemination as Dialogue: Building Trust and Sharing Research Findings Through Community Engagement. *Preventing Chronic Disease*, 13: 150473. Retrieved November 09, 2021 from <https://www.researchgate.net/publication/297893166>

Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith, G. R., and Gehlert, S. (2010). The Challenges of Collaboration for Academic and Community Partners in a Research Partnership: Points to Consider. *Journal of Empirical Research on Human*

Research Ethics, 5(1), 19–31. Retrieved November 09, 2021 from <https://www.researchgate.net/publication/42253923>

Read the following sections (page numbers are print version page numbers):

- Research Design and Implementation (pg. 7- pg. 8)
- The Consent Process for individuals and groups (pg. 9- 10)
- Data Analysis, Interpretation and Dissemination (pg. 12-13)

All European Academics. (2017). *The European Code of Conduct for Research Integrity*. Berlin: Brandenburg Academy of Sciences and Humanities. Retrieved November 09, 2021 from <https://allea.org/code-of-conduct/>

Link to pdf: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/european-code-of-conduct-for-research-integrity_horizon_en.pdf

In particular please refer to page 7, paragraphs: 2.5, 2.6 and 2.7)

UGent Data Stewards. (2020, July 13). *Knowledge clip: FAIR data principles* [Video]. <https://www.youtube.com/watch?v=2uZxFu9SFi8&feature=youtu.be>

Data management - plan: the broad principles here are useful when thinking about planning your CERL project.

Social Research Association. (2003). *Ethical Guidelines*. London: Social Research Association. Retrieved November 10, 2021 from <https://www.the-sra.org.uk/>.

Link to pdf: <https://www.the-sra.org.uk/common/Uploaded%20files/ethical%20guidelines%202003.pdf>

In the above source please read the sections (print page numbers) on research subjects (pg. 25-28), consent (pg. 35), and consent maintaining confidentiality of records (pg. 38), and preventing disclosure of identities (pg. 38-40). (While these guidelines are specifically written for social science researchers, they can be applicable to many CERL research projects).

Tips, methods and for CERL dissemination

Ross-Hellauer, T., Tennant, J. P., Banelytè, V., Gorogh, E., Luzi, D., Kraker, P., Pisacane, L., Ruggieri, R., Sifacaki, E. and Vignoli, M. (2020) Ten simple rules for innovative dissemination of research. *PLoS Comput Biol* 16(4): e1007704. <https://doi.org/10.1371/journal.pcbi.1007704>

Scroll down page to find poster with 10 rules - you can enlarge it.

Irish Universities Association & Irish Research Council. (2017). *Engaged Research: Society and Higher Education Addressing Grand Societal Challenges Together*. Retrieved November 12, 2021 from <https://www.iaa.ie/publications/engaged-research-society-and-higher-education-addressing-grand-societal-challenges-together/>

Link to pdf: <http://research.ie/assets/uploads/2017/04/Engaged-Research.pdf>

Public engagement and Knowledge exchange, and bespoke outputs for the community in addition to academic outputs for research, Read pp 23-24.

National Co-ordinating Centre for Public Engagement. (2018). *Images of Public Engagement*. United Kingdom: Bristol. Retrieved November 12, 2021 from <https://www.publicengagement.ac.uk/>

Link to pdf:

https://www.publicengagement.ac.uk/sites/default/files/publication/images_of_public_engagement_2018_brochure_v3.pdf

Inspiring photographs: This resource combines 36 photographs from engagement projects in the UK. It captures the importance of documenting the engagement process, as well as the outcome. * *Note; you are not required to read the whole document – it's more to see the photographs and get a feel for documenting the engagement process.*

National Co-ordinating Centre for Public Engagement. (2021). *Posters and Displays*. United Kingdom: Bristol. Retrieved November 12, 2021 from <https://www.publicengagement.ac.uk/>

Creating posters to engage a non-academic audience.

Plain English Campaign, (n.d.). *How to write in plain English*. Retrieved November 12, 2021 from <http://www.plainenglish.co.uk/how-to-write-in-plain-english.html>.

Writing and communicating your research/projects in English for non- specialist audiences

Fiona Whelan and Rialto Youth Project. (2011). Policing Dialogues Review. Reflections on an Exploration of Neighbourhood Power Relations at the LAB by WHAT'S THE STORY? COLLECTIVE. Retrieved November 12, 2021 from <http://www.fionawhelan.com/shop/>

This is a 24 page newspaper –a long term community engaged artistic research project – exploring power and policing in Dublin City. scroll to the end of the page and you will find a free download (The Policing Dialogues Review Free Download).*Note; you are not required to read the whole document – it's more to see the format as a creative way to disseminate community engagement.*

Link to poster case studies of CERL projects in TU Dublin. note; you are not required to read all these posters, its more to get a feel for a poster case study approach to disseminating on CERL <https://arrow.tudublin.ie/civpostbk/>

Next steps

Please continue to work on your final assignment.



For **facilitators**: webinar plans for session 9

0:02	Introduction/ housekeeping etc. Assignment deadlines reminder
0:05	Provide a very short reflection on some of the ideas in the dissemination assignments submitted by participants- remind people of the value of the informal conversation dissemination activities too.
0:10	<p>Story Telling –</p> <p>The next exercise is about dreaming up and imaging possibilities for your CERL project.</p> <p>“Be the change you wish to see in the world” (this exercise is adapted from Partners for Transformation Resource)</p> <p>Explain the quote is from Mahatma Ghandi – and describe the essence of the quote being about living out in the present the kind of world they were working towards in the future. (the changes can be small, or big!)</p> <p>Activity: introduction (3 minutes approx.)</p> <ul style="list-style-type: none">• Imagine you have finished your CERL project.• Imagine your CERL project is a best practice example and is a project which other lecturers point to and say ‘This is how a CERL project should be ‘.• Imagine that the experience you, the students and the community partner had, was exactly like the experience everyone hoped to achieve at the outset. You and everyone are really happy it went so well. <p>Tell the story of your CERL project: (10 mins approx.. working alone)</p> <p>Invite participants to turn cameras off when working alone</p> <p>Copy questions into the chat</p> <ol style="list-style-type: none">1. Use https://unsplash.com/ - select one image that encapsulates the story of your CERL project?2. Now imagine the story of your CERL project – and write down your response to the questions below:3. Who was involved in your CERL?4. Where did the CERL project take place?

	<p>5. What happened? (Imagine the project in your mind and describe the detail) Did anything happen that surprised you, what was your favourite aspect of working on the project)</p> <p>6. What were some of the ways you contributed to the CERL project as a lecturer? What was your most important contribution?</p> <p>7. How/where would you choose to disseminate this story? (why this way?)</p>
0:23	<p>10 minutes in small groups - put people into random breakout groups (2/3 in group depending on how many we have) for story sharing</p> <p>Copy and paste the instructions below into the chat:</p> <p>In small groups – Start with the photo you choose, and share the details of your imagined story about your CERL project.</p> <p>(Note: telling, sharing, listening and offering feedback on their stories)</p> <p>Emphasise this is an exercise in imagining possibilities, telling stories, and also in the responsibility of listening.</p> <p>Someone in the smaller group to keep any eye on the time.</p>
0:33	<p>For this next section (25 minutes) – we had an input from a staff member in the library services. The input included a presentation and activity led by the library staff member. See slide presentation 9a.</p> <p>Copy the co creation and problem solving doc into chat.</p> <ol style="list-style-type: none"> 1. Presentation on dissemination/ data management planning for co creation work (10 mins) 2. Exercise: co-creation dispute (12 minutes) <ul style="list-style-type: none"> o Present the group with a co- creation data dispute scenario (do not tell them the outcome) o Discuss the scenario in small groups, and come up with possible solutions and learnings for next time

	<ul style="list-style-type: none">o Groups share key points from discussion in large group and Library Service staff member responded.
0:58	<p>Housekeeping:</p> <p>Next office hours.</p> <p>Remind participants about final assignment due date.</p> <p>Mention when they will expect to receive their results.</p> <p>Mention when module evaluation forms will be distributed.</p>

[Link to webinar slide presentation session 9](#)

[Link to short slide presentation on dissemination \(courtesy of Aisling Coyne, TU Dublin\)](#)

Final summative module assignment

You are required to produce a final assignment to demonstrate your learning on this module.

Learning outcomes:

These assignments summarise your learning on all 5 module learning outcomes:
- Evaluate relevant sources on civic and community engagement as a concept and set of practices, embedded in the university curriculum
- Transform a module you teach, through meaningful stakeholder engagement, to incorporate community engaged research or learning, aligned with student learning outcomes
- Evaluate and reflect on your own learning in terms of your development of key skills
- Select and/or develop an appropriate method to evaluate curriculum-based engagement for all stakeholders
- Demonstrate an understanding of the strengths and vulnerabilities of community partners, in a range of contexts, and of their research interests and agendas.

Deadline: Part A and Part B must be submitted on or before **XXXX** through the VLE.

Part A: redesigned module/course and CERL project plan.

The total length of this part should be no more than 8 pages, excluding the timeline agreement form.

This part of the assignment must include:

1. A detailed week-by-week plan for delivering your CERL project as part of your revised module/course. You should build primarily on the work done in sessions 2-5. Please include some details on how student learning and the collaborative process will be supported by educational technology, building on the work done for session 6. You can include diagrams and/or tables in this and other sections, if you feel these are helpful.
2. An assessment plan showing how you will assess your students'
 - discipline learning
 - CERL project
 - Reflection

These elements may overlap in how they are assessed. Here you should build primarily on the work done for sessions 6 and 7.

3. A plan for evaluating the CERL project, showing how you will capture the benefits, challenges and impacts for all stakeholders. Here you should build on the work done for session 8.
4. Your CERL project timeline agreement form. For this part of the assignment we recommend that you meet with a suitable community partner, if at all possible, to discuss and agree a plan for your CERL project. This plan should then be written into a CERL timeline agreement form, with the key milestones and dates agreed for your first run of your module/course (A template timeline agreement form is available in the VLE.)
5. You should include a range of relevant citations and references (APA style – see guidelines in Module Handbook).

Part B: summative reflection on your learning.

You may choose any reflection template to guide you in this reflection on your learning from this module. Please make sure to consider the 5 module learning outcomes, and the skills and capacities you have developed that are relevant to facilitating CERL projects.

You should draw on the material in your online reflection journal as useful data to help you write this reflection. The small reflection tasks given during the module were designed to build towards this final overall reflection.

You should draw on relevant sources in your reflection, particularly when analysing your learning. Please make sure to include citations and references (APA style).

This reflection should be no more than 3 pages long, or for a video, screencast or audio recording, no more than 13 minutes.

You can accompany your written reflection with creative forms like drawing, images or diagrams if you find it helpful for your process.

Marking rubric:

Please note that we will be working together to collaboratively develop the marking rubric for these 2 assignments, in session 7.

Sample Timeline Agreement Forms

Please note there are 2 different versions of the timeline agreement forms. The first is for a lecturer and community partner to plan a project for a class group of student students to complete. The second is for an individual or small group of students working on a self-directed project (such as a dissertation, thesis or capstone/final year project), and this should be completed by the lecturer, community partner, and student.

Timeline Agreement **for class-based** community engaged research and learning projects, as part of CIRCLET project.



Contact Details:

Name of community partner & contact details (email & phone no.):

Name of academic supervisor & contact details (email & phone no.):

Name of supporting coordination staff & contact details (email & phone no.):

Working title/topic of project:

Details of project:

Important dates:

Date and location of first meeting between university students, lecturer and community partner:

Date and location of mid-way feedback and exchange meeting between university students, lecturer and community partner:

Date and location of final meeting / presentation of outputs from student to community partner, and feedback on process:

Preferred form of communication between student and community partner, and normal response times:

Date and location of post-project review meeting, between the lecturer and the community partner:

Any other significant dates agreed:

Next steps/actions agreed:

Plans for dissemination/promotion of outputs (all parties can make non-commercial use of the final work; all parties must be credited when it is used):

Format of student reflection:

Agreement:



We agree to the above. Where changes need to be made to details and dates agreed (due to unexpected circumstances) we agree to make them in communication with all the above named, with as much notice as possible. We all agree to consider and fulfil our obligations in relation to personal data under GDPR.

Signatures:

Community partner: _____

Lecturer: _____

Date: _____

Timeline Agreement

For individual or small group (thesis/capstone/dissertation)

Community Engaged Research and Learning projects, as part of the CIRCLET project.



The community partner	
with an address at	
and university student(s)	
of the following university	
supervised by lecturer (s)	
and supported by coordination staff	
agree to collaborate on the following project (insert working title):	
Broad project outline or details:	
Terms of agreement	
1. The name of the student(s), the lecturer, and the community partner must be credited by any partner using this material, following approval of the material for use by the lecturer and community partner involved. Reference to the university will be discussed at the time of securing this approval, and will not be unreasonably withheld.	

2. The copyright, or any other intellectual property rights (IP), created by the Project will rest with the university, which it will manage for the benefit of all participants in the project. The community partner, student, and lecturer have free use of the IP for non-commercial purposes. Plans for dissemination/promotion of the Project results include the following:

Community partner:

Student(s):

University lecturer and/or coordination staff:

Use for any further purpose will be for negotiation and approval by the university on a case-to-case basis. Permission will not be unreasonably withheld.

3. The university aims to ensure the accuracy and suitability of the Project, but on the understanding that this is student work, as part of a mutual learning process, not that of a qualified professional. If the community partner needs professional certification of any project outcomes, they will need to organise certification by an external qualified professional. The community partner and student(s) agree not to hold the university responsible in respect of any use of the Project.

4. In the event that the community partner wishes to make confidential or commercially sensitive information available to the students(s) any such information should be clearly marked as confidential and a brief description of the information documented below. The university and the student(s) shall make all reasonable efforts to maintain the confidentiality of the information for a period of 3 years from the end of the project. The community partner agree not to hold the university or the student(s) liable in the event of accidental or non-intentional disclosure of the confidential information.

Description of confidential information:

Restrictions on use of the confidential information:

Contact Details:	
Student email & phone no.	
Community partner email & phone no.	
Academic supervisor email & phone no.	
Coordination staff email & phone no.	

Timeline agreement:

Date when detailed objectives/timeline will be e-mailed by student to all involved, for feedback (if time is needed to consolidate thinking and plans):

Date and location of next meeting between student and community partner:

Date and location of interim meeting and feedback and exchange between student and community partner:

Date and location for final meeting between student and community partner, including presentation of output and feedback on process and/or output:

Deadline for student to submit final output to academic staff:

Date and location of post-project review meeting, between the lecturer and the community partner, and preferably also the student(s):

Any other significant dates agreed:

Preferred form of communication between student and community partner, and normal response time:

Format of student reflection on learning:

Where changes need to be made to details and dates agreed (due to unexpected circumstances), all partners agree to make them in communication with each other, with as much notice as possible.

All partners agree to consider and fulfil their obligations in relation to personal data under GDPR.

Signed by the coordination staff

Signed by the community partner:

Signature:	Signature:
Print Name:	Print Name:
Position:	Position:
Date:	Date:

Signed by the lecturer

Signed by the student

Signature:	Signature:
Print Name:	Print Name:
University department:	University Course and Year:
Date:	Date:

Signed by student 2 (if in a small group)

Signed by student 3 (if in a small group)

Signature:	Signature:
Print Name:	Print Name:
University Course and Year:	University Course and Year:
Date:	Date: