Community Engagement as Foundation for Effective Teaching Practices

A/P Nasir Butrous

Peter Faber Business School

Tuesday 23 July 2019

ACU
AUSTRALIAN CATHOLIC UNIVERSITY

Student Learning

The Big Question

- **Instruction that we provide, the intellectual climate that we create, and the policy decisions that we make in our universities should all start with this big question**

What impact this will have on Student Learning?

- **Three conditions of Excellence, 1984.** Study Group on the Conditions of Excellence in American Higher Education
- **Chickering & Gamson, Seven Principles, 1987**
- **Nine Strategies for enhancing student learning – AAHE Bulletin 1993 -** England
- **Twelves Attributes of good practice, 1996** (Education Commission of States, USA)
- **Cross, Patricia Six Factors, 1996** (Environmental and Classroom Factors)
- **Knefelkamp, Lee, 2011** (working with adult students can inform our interactions with students of all ages)
- **Cuseo, J., 2018** (Student-Faculty Engagement inside and outside the classroom)

❖ **Students who are actively engaged in learning for deeper understanding are likely to learn more than students not so engaged.**

❖ **Focus on understanding the unique capabilities of the student**

❖ **You need to design curriculum that is responsive to student needs**

Community Engagement

Community Engagement

- **Is the process through which a university brings the capabilities of its staff and students to work collaboratively with partner organisations to achieve mutually agreed upon goals.**

- **It builds human capacity, improves wellbeing, and produces reciprocal, just, and sustainable outcomes in the interest of students, communities and the university.**

Engagement as Foundation for Effective Practices

Chickering & Gamson's 1987	Cross, P. 1996 & 2005

• **Encourages contact between students and faculty**
 	
• **Develops reciprocity and cooperation among students.**
 	
• **Encourages active learning.**
 	
• **Gives prompt feedback.**
 	
• **Emphasizes time on task.**
 	
• **Communicates high expectations.**
 	
• **Respects diverse talents and ways of learning**
	• **Environmental Factors**
	  • **Coherent & Reinforcement of consistent message**
	  • **Student socialization into the values of the institution**
	  • **Integration of education and experience**
	
	• **Classroom Factors**
	  • **Communication of high expectations**
	  • **Encouragement of active student learning**
	  • **Provision of assessment and prompt feedback**

Dialogue Principles

Dialogue and Engagement

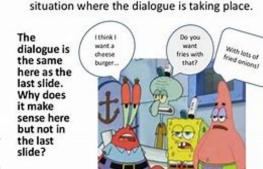| Religious Dialogue	Community Engagement
• **Love is the foundation of dialogue** • **Respect the identity of each other** • **Listen to learn from the other in an at** • **Enrich each other through sharing and through allowing the other to access one's horizon**	• **Passion about engagement** • **Working collaboratively** • **Building Human Capacity** • **Reciprocity**

Lessons from Experience

1. **Selecting the Group Engagement members**
2. **Clarity of the Engagement purpose**
3. **Induction/Formation of the Group**
4. **Choosing the Opportunity to Approaching partner organisations**
5. **Set clear terms of reference regarding the engagement**
6. **Choosing the first Engagement project to establish trust**
7. **How to sustain the engagement process**

The dialogue needs to fit the character AND the situation where the dialogue is taking place.

The dialogue is the same here as the last slide. Why does it make sense here but not in the last slide?