

# ACU AND DEPAUL UNIVERSITY

COMMUNITY ENGAGEMENT &  
SERVICE-LEARNING:

*PANDEMIC, PIVOTS & POTENTIALS*

## OUTPUT PACK

OCTOBER 2021



**accenture**

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# WORKSHOP APPROACH : DESIGN THINKING

Over the course of the three day conference, a Design Thinking approach was used to capture the key themes from virtual presentations and discussions.

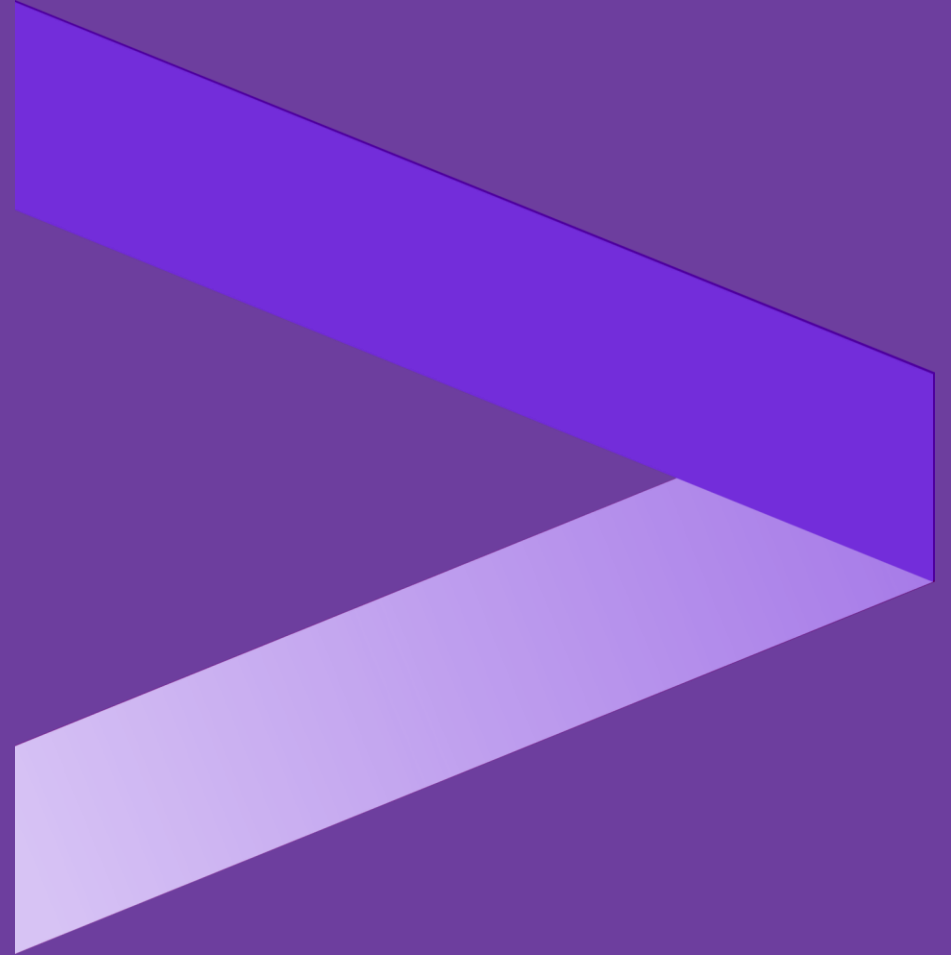
## What is Design Thinking?

Design Thinking is about designing for change. It's about putting **people at the centre**, **creating new values**, and **working together** to co-create and innovate together. It involves people with diverse perspectives collaborating to drive creativity and allow breakthroughs to emerge.

As part of this, the presentations and discussions were observed and **key themes** synthesised from discovery and different points of view.

# ACU AND DEPAUL UNIVERSITY

## DAY ONE



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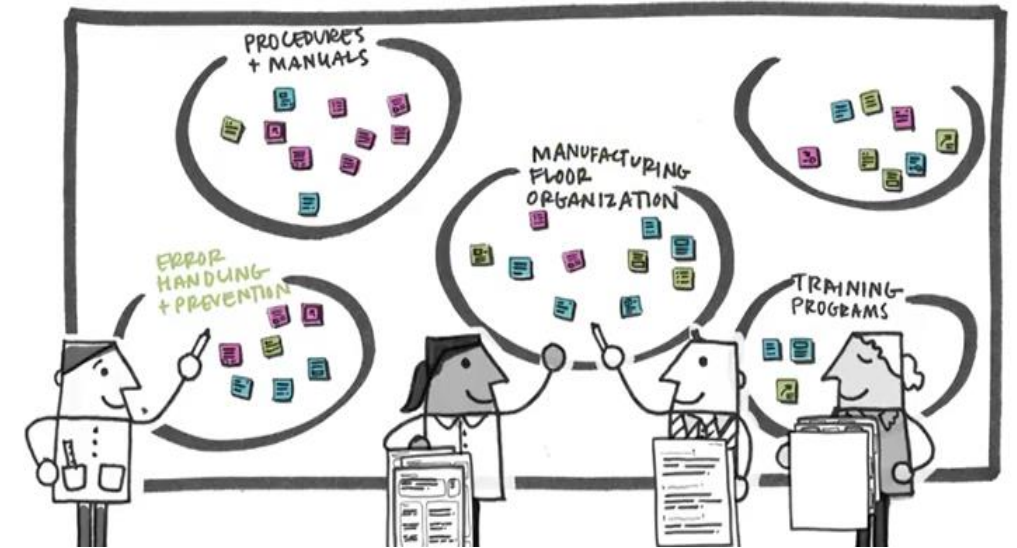
**Session 1:** Pivoting during COVID-19: Learning & Implications from a time like no other

## Activity 1: Affinity Clustering

**Objective:** This Design Thinking method provides a quick way to make sense out of information by organising single data points into clusters that have internal meaning and relationships to one another.

**Purpose:** As part of this, all the information is captured on post-its, and grouped into **rose** (benefits), **bud** (opportunities) and **thorn** (challenges) categories. Similar ideas are then grouped into clusters of related, reoccurring themes

**Outcomes:** Based on the discussion of the day, clustered themes were shared back and the audience was asked to consider if there was not only alignment but anything critical missing (themes etc) that they would like to change as this becomes the foundation for the remaining workshops.



**Refer to Appendix 1: Affinity Clustering for All Data Points**

# WORKSHOP OUTPUTS: KEY THEMES

The Reoccurring Themes Were Clustered Up Accordingly Below

**Technology & Service  
Learning**

**Innovation & Design**

**Community &  
Collaboration  
“We are the  
Community”**

**Opportunity through  
Epidemic**

# WORKSHOP OUTPUTS: KEY THEMES

## Technology & Service Learning

Can DEI help students learn to help those with disparities without the "saviour complex"

Through the pandemic and BLM, we have two of the greatest 'teaching moments' of our generation

Technology enabled staff to still continue to collaborate, and deliver offerings virtually

Covid has questioned the role of technology access

Miro is Great

Online SL creates an opportunity for project-based work and activism/advocacy

The major impact of courses and course deliverers

technology can be a double edged sword

Border closures meant no international students

Pandemic and BLM highlights the need for students to unpack systemic inequality. sometimes through the limitations of our own community work as a vehicle for change within and beyond the curriculum.

Benefits of remote projects - social media and email outreach - "microdrives" - participation in be the match virtual programming

Would like to know more about engaging students globally online. How does that not just engage those already with technology and who have resources? Community engagement usually helps those with social injustices/ social disadvantages.

Keep a virtual aspect because you do keep something different

if restricted hours are available in future (seems probable), is there an argument for a deliberate 'hybrid' format... 'shared' roles where as many as possible have some hours out and some internal/virtual? (ie, students 'job-share' a position, sequential or concurrent)

Strong developments for service learning

# WORKSHOP OUTPUTS: KEY THEMES

## Innovation & Design

1st ever virtual STISE program was developed in midwifery

Engaged curriculum focused on the 'wicked issues'

Out of the box thinking like the sofa as metaphor for solving other problems

Some courses were dependent on in person interaction - e.g midwifery and had to shift quickly

Technology infrastructure in Level 3 and 4 income countries (formerly termed 'developing countries')

How can PWI best support faculty to meet compassionate SL

Community engagement not only gives students the opportunity to work in real life work situations but also have a deep cultural understand of different peoples, cultures and identities

The existence of networks helped us - the solidarity and support was, and is, valuable

We have the power to recreate our world

Covid create massive uncertainty for staff in the background

From Lahood-Olsen et al. presentation. SL can 'Organise the anger and defend the Joy' This really spoke to me.

Covid create massive uncertainty for staff in the background

The multiple ways of adapting are so inspiring! It certainly has ended up opening up additional types of SL/CE for a larger number of students to be able to engage in this transformative curriculum.

What do our students want to see? How can we use technology and different pedagogy to meet their needs?

University is targeting community specific areas with a greater focus due to pandemic

# WORKSHOP OUTPUTS: KEY THEMES

## Opportunity through Epidemic

Students thought it was great time for planning and lots of ideas for what to try when the pandemic ends

Covid also meant time for relationship development because some of our 'core business' was shutdown.

SL can support 'Radical Hope'

A common theme I am hearing... Critical and creative thinking transform many problems into opportunities. That is inspirational.

Collaborative online learning with international partners

We will carry these learnings from covid into the future to make us STRONGER

Pandemic and George Floyd caused a globally intensified focus on diversity, equity, and inclusion. This has, and can continue to be leveraged for change!

Pivot to Virtual STISE

Masters of digital apps not slaves to them :)

Online SL as an 'and' rather than 'instead of' in the future. There are now greater cumulative opportunities for engagement (or at least we can see them more readily).

Programs that offered flexibility to students

STISE program demonstrates an example of where pivoting virtually can be an option and drive success

It'd be a shame if we "pivot back" to the original status quo..adopting and adapting to new circumstances is what will help our grads shine (as well as survive)

Humanized teachers and lectures through seeing them in their real worlds and opening up to be vulnerable

From the keynote Panel: Technology creates opportunities but also inequities for those who do not have the same access..

Forced pivoting to connecting virtually could lead to something even bigger and more meaningful in the future

Pandemic

Anchored campuses



# WORKSHOP OUTPUTS: KEY THEMES

## Community & Collaboration "We are the Community"

Community Engagement is more vital than ever for all institutions - especially during times of upheaval

Relationships will always be the most pivotal part of service learning

How has the pandemic impacted civic responsibility....have we become a more other centred society?

How to reach the marginalized communities during a lockdown?

Jim Nyland (Reminder)  
Education is Social Justice!

Questions or recalibrating Risk adversity to support student SL in spaces where they are needed by our community partners

Social and economic systems have gone into intensive care

How to reach the marginalized communities during a lockdown?

Think about mutually beneficial partnerships

From the keynote panel: 'Keeping CE/SL strong an flourishing institutionally in light of staffing cuts and organisational restructures is a challenge.

Difficulties being engaged online is just not the same as an in person experience

Howard those social justice wins are amazing!

Students recognise that global engagement and commitment no matter how big or small (due to restrictions) is so critical for an individuals growth.

If we go into lockdown don't wipe out community engagement, some is better than none

Pivot to massive restructures

Online Service-learning has created new opportunities for engagement where it did not exist before.

Pivoting Staff

Covid has tested our university partnerships aboard and locally

Great to keep connections!. Thanks for putting this together.

# SUMMARY: WHAT DOES THIS MEAN?

A sum up of the discovery key findings and subsequent next steps

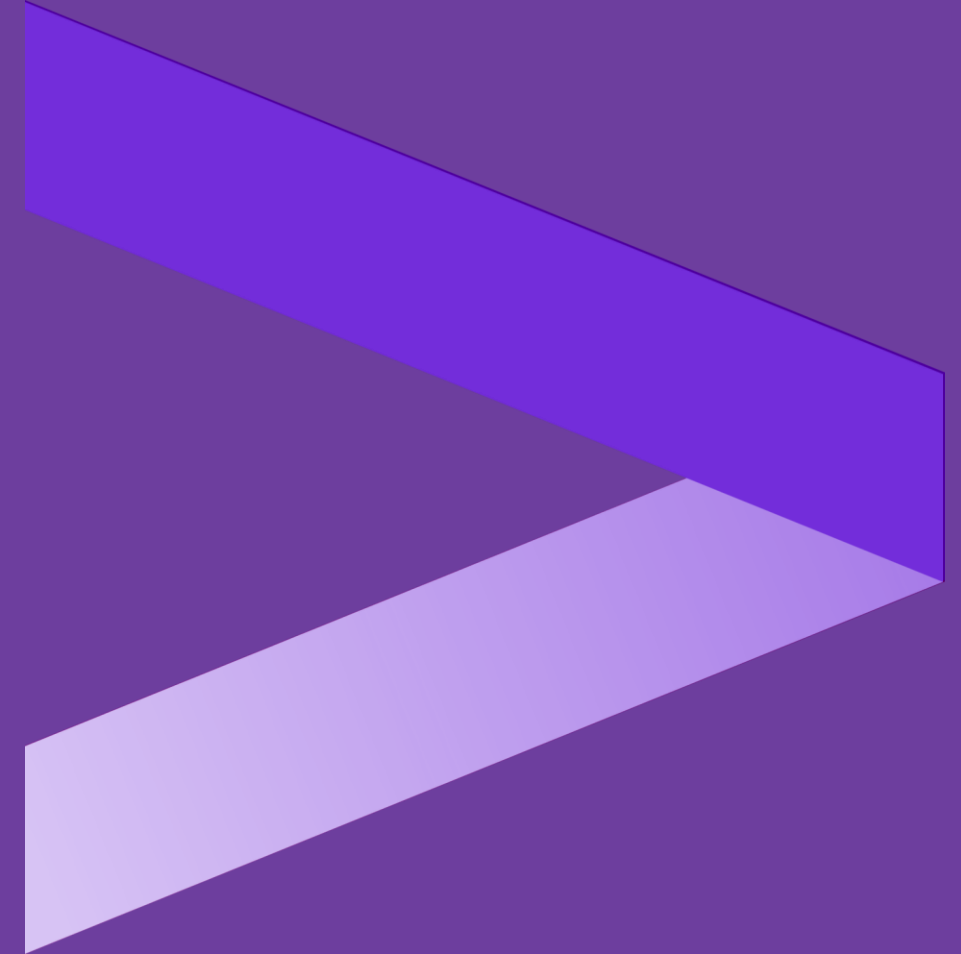
There are overarching themes for **turning the pandemic into opportunity, Innovative Design and Pivoting, SL and technology** and remembering how critical **community and collaboration** are.

Common themes across the affinity clustering were posed to the group as “How might we turn these into statement starters or solution statements?”

Participants were asked to consider and reflect on the outputs of the day and to think about how to best summarize those reoccurring themes and turn them into an action statement for day 2...

# ACU AND DEPAUL UNIVERSITY

## DAY TWO



# WORKSHOP APPROACH : DESIGN THINKING

Over the course of the three day conference, a Design Thinking approach was used to capture the key themes from virtual presentations and discussions.

**Session 2:** 'Doing' Service – Learning & Community Engagement in a Post-Covid World

## Activity 2: 'How Might We...' Statements

**Objective:** This technique is used to **reframe the problem statement** and shape bold ideation questions using insights from discussion.

**Purpose:** Turning each "cluster" into broad problem statements posed as questions of..."How Might We...?". These are based on questions and points that are brought up to enable us to explore the possible problem statements that invite new opportunities.

**Outcomes:** Based on the themes that were introduced the day prior, any additional comments or items that marry into the themes were then evolved into "How might we statements". Participants were asked to modify these throughout the session as they saw fit.

**Refer to Appendix 2: How Might we statements for All Data Points**



# WORKSHOP OUTPUTS: HOW MIGHT WE

The Problem/Solution Statement Starters Were Polished and Chosen by the Group based on the Previous Day's Work and Additional Inputs from Day Two in Order to Create the Below...

**How can we use the events of the past two years (Pandemic and BLM) to support students (and ourselves) in unpacking systemic inequality and its implications for both service-learning and our civic behaviours?**

**How could we further a hybrid model (virtual and in person) of service-learning for benefit of the university and community?**

**What platforms and/or pedagogies are needed, or should be utilised further to strengthen our partnerships with community and globally?**

**How might we address the challenges with access to technology and online service-learning?**

# SUMMARY: WHAT DOES THIS MEAN?

A sum up of the discovery key findings and subsequent next steps

What these starter/problem statements reveal to us is where the action priority lies across the entire group and how they have framed the data points from the past two days into action statements.

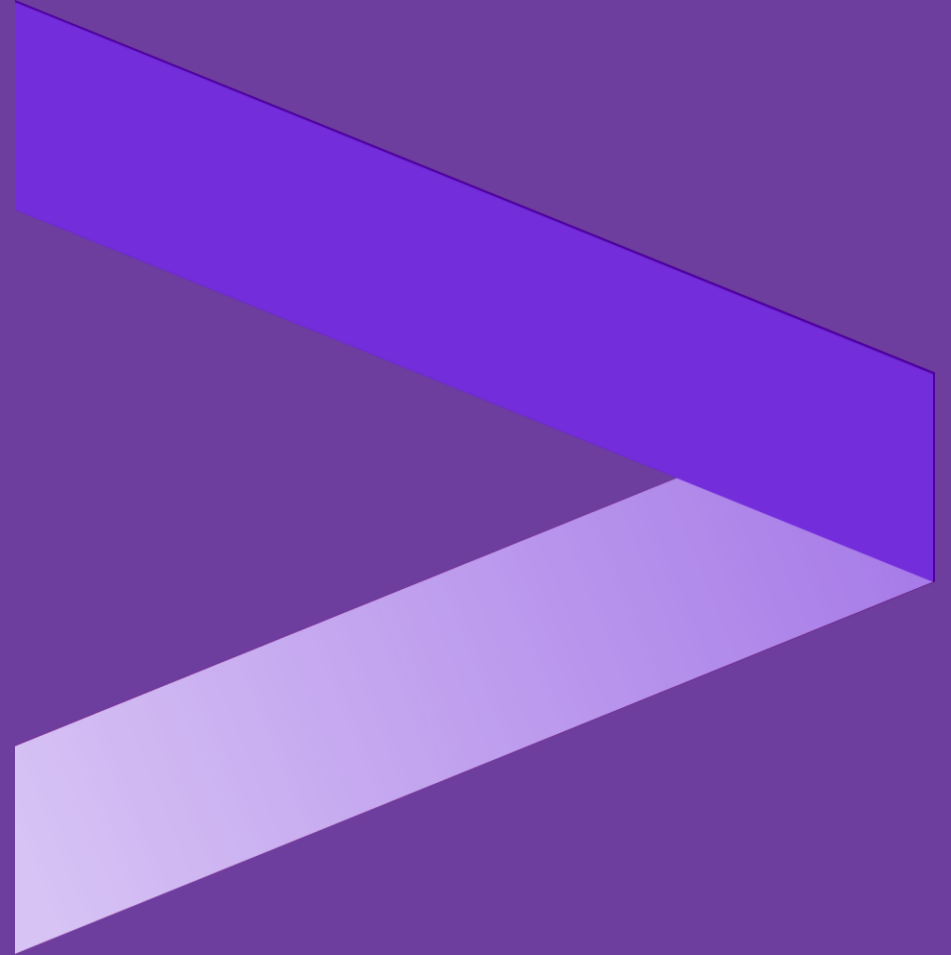
We can identify key areas for change are in:

- *Addressing challenges with technology & online service learning*
- *Using a hybrid learning model that is fit for all students & teachers*
- *Taking historical events from the past 2 years and using that knowledge to unpack systemic inequality for both service learning & our own civic behaviours*
- *Creating/acting to strength our community partnerships both locally and globally?*

These statement starters become the foundation for brainstorming ideas and actions to tackle these questions on **Day Three.**

# ACU AND DEPAUL UNIVERSITY

## DAY THREE



# WORKSHOP APPROACH : DESIGN THINKING

Over the course of the three day conference, a Design Thinking approach was used to capture the key themes from virtual presentations and discussions.

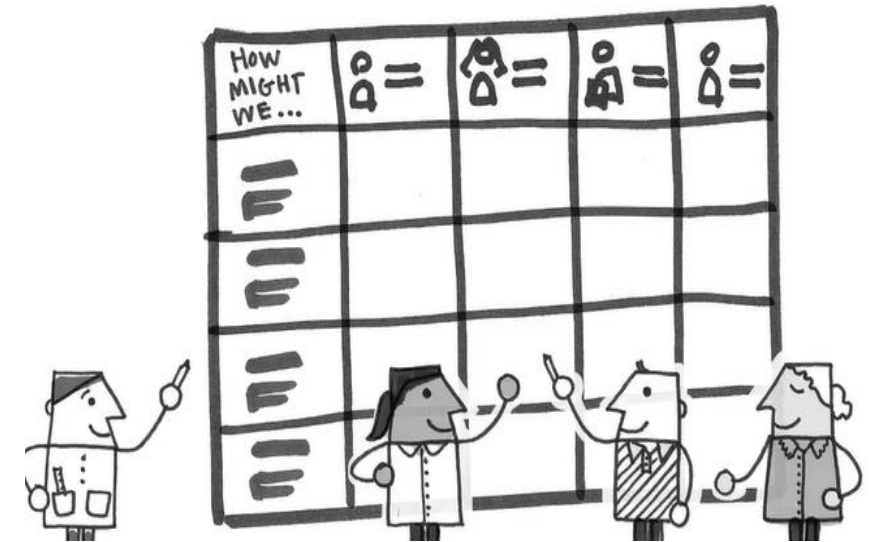
**Session 3:** Creative Matrix (Collaborative, Virtual Group Activity)

## Activity 3: Creative Matrix

**Objective:** This technique is used as a framework to spark new ideas (based on the how might we statements) and the enablers to achieve them (e.g digital, people and partnerships, social media, wildcard, etc). The group will converge on problem statements (how might we's) that really matter to them and brainstorm on possible ideas for each grid and what the potential enablers by drawing on post it notes and placing them in the grid.

**Purpose:** A format of sparking new ideas at the intersections of distinct categories.

**Outcomes:** The Creative Matrix is used to framework the “how might we?” statements, making co-collaboration critical. Participants were probed to complete the matrix with their most wild, innovative ideas. In order to shortlist the plethora of ideas, we conducted a “visualize the vote” activity where participants had 5 minutes to vote for their top 3 favourite ideas.





# WORKSHOP OUTPUTS: CREATIVE MATRIX

## Statement 1:

How can we use the events of the past two years (Pandemic and BLM) to support students (and ourselves) in unpacking systemic inequality and its implications for both service-learning and our civic behaviours?

<b>People &amp; Partnerships</b>	<ul style="list-style-type: none"> <li>• Learning content on systemic inequality is part of all SL courses. This can be shaped to discipline specific cohort</li> <li>• Guest lecturers who can speak to SI from a lived experience.</li> <li>• We can make sure to include activist learning into our curriculum that engages students in advocacy for structural change through policy and planning.</li> <li>• Hear from people experiencing systemic inequality, to help students to relate and identify</li> <li>• All classes are CbSL. Students must opt out of community engagement.</li> </ul>
<b>Technology &amp; Social Media</b>	<ul style="list-style-type: none"> <li>• Microsoft Teams</li> <li>• Online collaboration with people from different communities sharing their views</li> <li>• International dialogue via conversation sessions to understand SI in different contexts</li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• Careful with the use of "stakeholders" it has a history embedded in settler colonialism.</li> <li>• Shifting University Policies</li> <li>• Possible teaching standards that require SI to be addressed.</li> <li>• Create some common learning objectives across CE units</li> <li>• Be aware of who the university is partnering with and how they might be implicated in oppressive policies and behaviours that promote harm to oppressed groups and systemic inequality and inequity</li> <li>• Change our language to strengths based rather than 'disadvantaged'</li> <li>• Community participation in research ethical review boards for any research that involves communities</li> </ul>
<b>Programs &amp; Services</b>	<ul style="list-style-type: none"> <li>• Develop programs for historically underserved college students to engage in CE/SL (and community-based research) and be compensated for it.</li> <li>• Virtual Student Support</li> <li>• SESU research that explores the impact of COVID-19</li> </ul>

# WORKSHOP OUTPUTS: CREATIVE MATRIX

## Statement 2:

How could we further a hybrid model (virtual and in person) of service-learning for benefit of the university and community?

<b>People &amp; Partnerships</b>	<ul style="list-style-type: none"><li>• Bring in community partners for guest lectures through technology and compensate them</li></ul>
<b>Technology &amp; Social Media</b>	<ul style="list-style-type: none"><li>• Ensure our community partners have the technology to engage with us virtually (tablets are cheap!!)</li><li>• Universal design principles -tech and low-tech options</li><li>• Common online 'drop in' sessions that are unstructured</li><li>• Time of great change in the sector enables for fresh consideration of where CE/SL fits into the BAU of our institutions during a time where change is more accepted</li><li>• Model restitution and reparation in our classrooms for students who cheat or are dishonorable</li></ul>
<b>Governance</b>	<ul style="list-style-type: none"><li>• Regardless of learning mode, SL is a requirement and we provide a mix of modalities for different learners.</li><li>• Principles of where digital fits best</li></ul>
<b>Programs &amp; Services</b>	<ul style="list-style-type: none"><li>• Develop continuing/non-traditional student education programs that provide both virtual and in-person access to community partners and that focus on skills development for creating change in their communities.</li><li>• Online mentoring programs</li></ul>

# WORKSHOP OUTPUTS: CREATIVE MATRIX

## Statement 3:

What platforms and/or pedagogies are needed, or should be utilised further to strengthen our partnerships with community and globally?

<b>People &amp; Partnerships</b>	<ul style="list-style-type: none"><li>• Edited book on SL pivots to the pandemic and key learning</li><li>• Uniservitate (CHEIS)</li><li>• ABCD institute</li><li>• Campus Based Network</li><li>• Community lunches. Share meals with people</li></ul>
<b>Technology &amp; Social Media</b>	<ul style="list-style-type: none"><li>• Make sure technology is available to community partners (again, tablets are cheap)</li><li>• Create multi-institutional, multi-country Global Learning Experiences courses</li></ul>
<b>Governance</b>	<ul style="list-style-type: none"><li>• Strengthen PD programs and requirements.</li><li>• Carnegie Classification System</li><li>• Promotions criteria that require higher level SL as you advance!</li></ul>
<b>Programs &amp; Services</b>	<ul style="list-style-type: none"><li>• Train instructors in Asset-based Community Development</li><li>• Train instructors in Critical Service Learning Pedagogy</li></ul>

# WORKSHOP OUTPUTS: CREATIVE MATRIX

## Statement 4:

How might we address the challenges with access to technology and online service-learning?

<b>People &amp; Partnerships</b>	<ul style="list-style-type: none"><li>• Community partner trainings on technology along with access to it</li><li>• Computer Science students building computers for communities in need, working directly with those community partners to build exactly what is needed.</li><li>• Community tech spaces/libraries hosted by ACU, open access to public and for programs needing resources</li></ul>
<b>Technology &amp; Social Media</b>	<ul style="list-style-type: none"><li>• Lobby for tech libraries that let everyone check out the equipment they need</li><li>• Grants for Technology infrastructure and hardware</li><li>• If we partner with communities, let's make sure they have good internet and technology (make this part of our CE/SL budgets)</li></ul>
<b>Governance</b>	<ul style="list-style-type: none"><li>• Policy requirement that online SL must be able to demonstrate appropriate equity of access</li></ul>
<b>Programs &amp; Services</b>	<ul style="list-style-type: none"><li>• Digital Literacy development opportunities</li><li>• Let's make guest lectures on critical social and environmental issues available to all our community partners through virtual access</li></ul>

# SUMMARY: WHAT DOES THIS MEAN?

A sum up of the top 10 most 'voted' ideas from the creative matrix and subsequent next steps

RANK	CONCEPT
1	Promotions criteria that require higher level SL as you advance
2	Change our language to strengths based rather than 'disadvantaged'
3	Learning content on systemic inequality is part of all SL courses. This can be shaped to discipline specific cohort
4	SESU research that explores the impact of COVID-19
5	Model restitution and reparation in our classrooms for students who cheat or are dishonourable
6	Train instructors in Asset-based Community Development
7	Lobby for tech libraries that let everyone check out the equipment they need
8	Edited book on SL pivots to the pandemic and key learning
9	Online Mentoring Programs
10	Bring in community partners for guest lectures through technology and compensate them

*\*Note some ideas were equal in votes, so ranking is not fully reflective but rather takes a view on the top 10 ideas. Ideas are not necessary ranked in the above order.*

*\*\*Refer to Appendix 3 – Creative Matrix for Image of voting outcomes*

# APPENDIX



# APPENDIX 1: AFFINITY CLUSTERING – DAY 1 (1/3)

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)
Students having some level of choice is really important (modules @Steans)	Border closures meant no international students	Online SL creates an opportunity for project-based work and activism/advocacy
Benefits of remote projects - social media and email outreach -"microdrives" -participation in be the match virtual programming	Covid has questioned the role of technology access	Through the pandemic and BLM, we have two of the greatest 'teaching moments' of our generation
Miro is great!	Can DEI help students learn to help those with disparities without the "savior complex"	Strong developments for service learning
Technology enabled staff to still continue to collaborate, and deliver offerings virtually	Technology can be a double edged sword	If restricted hours are available in future (seems probable), is there an argument for a deliberate 'hybrid' format... 'shared' roles where as many as possible have some hours out and some internal/virtual? (ie, students 'job-share' a position, sequential or concurrent)
Community engagement not only gives students the opportunity to work in real life work situations but also have a deep cultural understand of different peoples, cultures and identities	The major impact of courses and course deliverers	Keep a virtual aspect because you do keep something different
1st ever virtual STISE program was developed in midwifery	Technology infrastructure in Level 3 and 4 income countries (formerly termed 'developing countries')	Would like to know more about engaging students globally online. How does that not just engage those already with technology and who have resources? Community engagement usually helps those with social injustices/ social disadvantages.
Virtual International Service-Learning with a School 'live-in' experience.	Some courses were deperdent on in person interaction - e.g midwifery and had to shift quickly	Pandemic and BLM highlights the need for students to unpack systemic inequality. sometimes through the limitations of our own community work as a vehicle for change within and beyond the curriculum
From Lahood-Olsen et al. presentation. SL can 'Organise the anger and defend the Joy' This really spoke to me.	Covid create massive uncertainty for staff in the background	If we go into lockdown dont wipe out community engagement, some is better than none



# APPENDIX 1: AFFINITY CLUSTERING – DAY 1 (2/3)

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)
Interesting to note that activities that BC - before covid - would not have been valid experiences - ie - remote classroom experience - became, because of students need to graduate were able to be designed to be valid experiences. After all - remote learning became 'real' and hence experience for teaching practicums didn't just become necessary for covid, but became validated in general.	Covid has tested our university partnerships aboard and locally	Think about mutually beneficial partnerships
Great to keep connections!. Thanks for putting this together	From the keynote panel: 'Keeping CE/SL strong an flourishing institutionally in light of staffing cuts and organisational restrutures is a challenge.	Students recognise that global engagement and commitment no matter how big or small (due to restrictions) is so critical for an individuals growth
Relationships will always be the most pivotal part of service learning	social and economic systems have gone into intensive care	Forced pivoting to connecting virtually could lead to something even bigger and more meaningful in the future
Community Engagement is more vital than ever for all institutions - especially during times of upheaval	Difficulties being engaged online is just not the same as an in person experience	Students thought it was great time for planning and lots of ideas for what to try when the pandemic ends
Howard those social justice wins are amazing!	Questions or recalibrating Risk adversity to support student SL in spaces where they are needed by our community partner	We will carry these learnings from covid into the future to make us STRONGER
Online Service-learning has created new opportunities for engagement where it did not exist before.	From the keynote Panel: Technology creates opportunities but also inequities for those who do not have the same access.	Online SL as an 'and' rather than 'instead of' in the future. There are now greater cumulative opportunities for engagement (or at least we can see them more readily).
Jim Nyland (Reminder) Education is Social Justice	Pandemic	Anchored campuses
It'd be a shame if we "pivot back" to the original status quo..adopting and adapting to new circumstances is what will help our grads shine (as well as survive)	Covid also meant time for relationship development because some of our 'core business' was shutdown.	STISE program demonstrates an example of where pivoting virtually can be an option and drive success
Programs that offered flexibility to students		Pandemic and George Floyd caused a globally intensified focus on diversity, equity, and inclusion. This has, and can continue to be leveraged for change!
Pivot to Virtual STISE		Masters of digital apps not slaves to them :)

# APPENDIX 1: AFFINITY CLUSTERING – DAY 1 (3/3)

Rose (Benefits)	Thorn (Challenges)	Bud (Opportunities)
The existence of networks helped us - the solidarity and support was, and is, valuable	Pivot to massive restructures	How has the pandemic impacted civic responsibility....have we become a more other centred society?
University is targeting community specific areas with a greater focus due to pandemic	How to reach the marginalized communities during a lockdown?	Pivoting Staff
Humanized teachers and lectures through seeing them in their real worlds and opening up to be vulnerable		Out of the box thinking like the sofa as metaphor for solving other problems
A common theme I am hearing... Critical and creative thinking transform many problems into opportunities. That is inspirational.		We have the power to recreate our world
SL can support 'Radical Hope'		The multiple ways of adapting are so inspiring! It certainly has ended up opening up additional types of SL/CE for a larger number of students to be able to engage in this transformative curriculum
Collaborative online learning with international partners		Engaged curriculum focused on the 'wicked issues'
		What do our students want to see? How can we use technology and different m pedagogy to meet their needs?

# APPENDIX 1: AFFINITY CLUSTERING - THEMES'

## THEMES

1. Technology and Service Learning

2. Innovation and Design

3. Opportunity Through Epidemic

4. Community & Collaboration – “We are the Community”

How can we use the events of the past two years (Pandemic and BLM) to support students (and ourselves) in unpacking systemic inequality and its implications for both service-learning and our civic behaviours?

How could we further a hybrid model (virtual and in person) of service-learning for benefit of the university and community?



What platforms and/or pedagogies are needed, or should be utilised further to strengthen our partnerships with community and globally?

How might we address the challenges with access to technology and online service-learning?

## Appendix 2: “How Might We?” Statements

# APPENDIX 2: HOW MIGHT WE STATEMENTS

## STATEMENTS

1. How can we use the events of the past two years (Pandemic and BLM) to support students (and ourselves) in unpacking systemic inequality and its implications for both service-learning and our civic behaviours?
2. How could we further a hybrid model (virtual and in person) of service-learning for benefit of the university and community?
3. What platforms and/or pedagogies are needed, or should be utilised further to strengthen our partnerships with community and globally?
4. How might we address the challenges with access to technology and online service-learning?



# Appendix 3: Creative Matrix

# APPENDIX 3: CREATIVE MATRIX RESULTS

