Addressing pedagogical gaps in a post-COVID educational setting – an experiential and community focused perspective

Provost Taskforce on Pedagogical Innovation – Experiential and Community Engaged Teaching Working Group (July 16, 2021)

Authors
Dr. Ruben Burga, Dr. David Danto, Dr. Simon Lachance, Dr. Dale Lackeyram, Dr. Brittany Luby, Dr. Kim Martin, Dr. Melissa Tanti.

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Executive summary

The COVID-19 Pandemic has had an undisputed impact on university education that will likely influence how we teach and see changes in pedagogy implemented for years to come. One of the areas that will require re-thinking due to the distance/at home state of education is experiential learning (EL). Though virtual delivery of education has proved beneficial for some students, it has also reinforced a gap in the inequality of student access to technology and the internet. In addition to digital access, the pedagogy encompassing many social skills, including reading social cues, listening, community collaboration and care are lacking, or limited, in the virtual realm.

In this report, the Experiential and Community-Engaged Teaching and Learning (ECETL) Working Group propose five recommendations that emphasize a Community Focused Learning, pedagogical model designed "to work with students coming from a variety of contexts to acquire a range of introductory academic and community-engaged knowledge, skills and values in a supported learning environment." We argue that EL, which is largely focused on training students for finding paid work after graduating, should be balanced with Social Learning (SL) or Community Engaged Learning (CEL), which provides students with an understanding of their role in society and the skills to help them give back to their communities. While CFL models may not involve entering a workplace, these partnerships and particularly the scaffolded approach recommended in this report simulate workplace processes and behaviours including:

- actively listening to a partner, client, or stakeholder to assess needs;
- communicating priorities;
- reflecting on and adapting to the wider social, cultural or political context in which an organization operates
- critically reflecting on principles, values and mutual benefit of a partnership; and,
- proposing a suitable intervention and submitting work for evaluation by a community representative.

The additional benefits of CEL within curriculum-based pedagogy can accompany and complement traditional views and practices of EL.

The report first details the background of this working group, one of four groups created as part of the Provost's Task Force on Pedagogical Innovation at the University of Guelph. We define our area of interest and approach before digging into the literature on EL, and CEL. The core of the report is the six recommendations, which we supplement with further material from both the wider context and our own thinking. Finally, we have attached a series of example assignments for faculty to consider when beginning to implement a Community Focused Learning approach. We have tried our best to make these assignments open enough to fit across a broad spectrum of disciplinary classrooms as a starting point for anyone interested in engaging in CFL practices with their students.

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The Experiential and Community-Engaged Teaching and Learning (ECETL) Working Group

Establishing our working group context

The activities and recommendations of the Experiential and Community-Engaged Learning working group of the Provost Task Force on Pedagogical Innovation were guided by five core principles and definitions that outlined each working group's particular focus.

Core Principles
    ✓ Ensuring and Enhancing Accessibility, Equity, Inclusion, Diversity, and Decolonization

✓ Promoting a Culture of Care: Health, Wellness, Mutual Respect, and Well-Being
✓ Encouraging and Supporting Experimentation and Innovation with Evidence-Based and Promising Practices
✓ Promoting Real Change as a Community: Transparency, Stewardship, Engagement, Communication, and Collaboration
✓ Ensuring Appropriate Supports, Resources, and Infrastructure Needed for Innovation

Definitions for Experiential Learning and Community Engaged learning

At the University of Guelph, **Experiential Learning (EL)** is defined as a "pedagogical practice whereby students gain new knowledge, skills and abilities by intentionally applying their classroom learning in a workplace or simulated workplace setting. Experiential learning opportunities are grounded in an intentional learning cycle with clearly defined learning outcomes. They engage students actively in creating knowledge and critically reflecting on their experiences, fostering a deeper understanding of how they can utilize what they have learned and the skills they have developed in future endeavours." **Community Engaged Learning (CEL)** is a teaching and learning pedagogy that meaningfully integrates community engagement and curricular programming with intentional alignment between course learning outcomes and community identified needs (Morton, Varghese, & Thomson, unpublished manuscript). Community engaged research, internships, practicums, and service learning are examples of CEL (Taylor et al., 2016).

Our Working Group's Approach
Our Experiential and Community-Engaged Teaching and Learning Working Group was composed of representatives from the student body (Plant Agriculture), the College of Arts (Dept. of History), the Office of Teaching and Learning, the Guelph-Humber campus (Psychology Dept.), the Community Engaged Scholarship Institute, the Lang School of Business & Economics, and the Ridgetown Campus (Ontario Agricultural College) see Appendix A: About the Authors.

Through our meetings we reflected on how the pandemic has impacted our own experiential teaching and learning activities and how it impacted the student experience. We noted that ECETL "makes the student experience journey come alive". However, the consensus was that although the mode of interaction with external contacts during the pandemic went largely virtual, and that in many cases it was intentionally designed to promote ECETL, this mode of delivery maintained and potentially widened a gap in the inequality of student access. This included a lack of opportunities to reinforce human-related social skills (including the reading of body and verbal cues), a lack of consistency in the teaching of teamwork skills, and a loss of visibility of student progress, student engagement, and student mental health (Marginson 2016; Czerniewicz et al., 2020).

Although we do not represent every faculty and student body on campus, we undertook a careful consideration of literature, policies, and current guiding documents about the impact of the pandemic on ECETL. Then at the recent Teaching and Learning Innovations Conference in May 2021, we hosted break-out sessions and solicited additional feedback on what challenges participants identified with incorporating ECETL. Some of the feedback related around ontological descriptions and the epistemology of ECETL includes: "Ministry definition of EL as having to be in a 'simulated workplace' precludes worthy experiences such as study abroad", "experiential learning is likely defined and used differently depending on the discipline", "recognition and willingness to acknowledge impacts and existence of different epistemologies". Other feedback related to instructor understandings of the place of ECETL in the curriculum, such as: "resistance to discussing social justice aspects of the discipline", "establishing trust and credibility with instructors". Then there were comments on operating in a virtual environment: "challenge of establishing norms and cultural understanding in virtual groups", and "regular check-ins to allow virtual teams to contribute". See Appendix B Participant Responses at Teaching and Learning Innovations Conference.

At this time there are a number of groups on campus working to support Experiential Learning and Community Engaged Learning. Namely, the Experiential Learning Hub (ELH) is the central university resource for supporting co-curricular and extra-curricular experiential learning. As part of a larger review of experiential learning supports, The Hub will soon start a working group focused on increasing student opportunities for Experiential Learning. The Experiential Learning Advisory Committee (ELAC) is focused on work-integrated learning and can address specific workplace skills challenges related to work-integrated learning (research supporting the distinctive skills with this type of experiential activity is described in Konstantinou & Miller, 2021; Leary & Sherlock, 2020; Lee, McGuiggan, & Holland, 2010). Within the College of Social and Applied Human Sciences the Community Engaged Scholarship Institute (CESI) works to build capacity on campus for critical community engaged scholarship. It is important to note the tools and ideas outlined in the present report, may become a fruitful starting place to develop campus-wide strategies and resources.

Establishing the Post Pandemic Gaps

While experiential learning promotes deep learning and improves academic performance (Leal-Rodriguez & Albort-Morant, 2019; Race et al., 2020). The pandemic restrictions emphasized inequalities that existed previously and that were outlined by numerous reports and surveys related to Equity, Diversity, Inclusion, Indigenization and Racialization in higher education and locally at the University of Guelph. Instructional examples of gaps highlighted are not limited to, but also include the following:

- Access to technology can be a challenge for courses that require some type of hybrid access (Fenech et al., 2020; Ochia, 2021; Lashley et al., 2020; Hill et al., 2020) and may be more difficult for Indigenous communities due to connectivity issues (DeGagné, 2021).
- The sense of physical place is also important in experiential learning when applied to the management sciences (Ibrahim et al., 2021) and puts a focus on challenges and skills that promote community engagement and experiential learning (social skills relating to human interaction i.e., 'socio-emotional intelligence' (Devis-Rozental & Farquharson, 2020) – reading body language and effective teamwork for example.

In response to the pandemic across campus, faculty, staff, and students found ways to create projects that supported community-identified priorities and goals that were suited to both remote learning and in-person collaborations. Projects focused on knowledge mobilization, public education, and content development for communication platforms, for example, were some that could be adapted most readily and often with high-impact outcomes on all sides. However, it is important to note that the pandemic also impacted many of our partners and collaborators. Although this external effect was not a direct focus of our working group, we acknowledge that numerous community partners and collaborators did not have the capacity or option to provide physical space while solving immediate service delivery problems, to engage in partnerships requiring frequent interaction, or to develop intensive collaboration during the pandemic. This did not mean that collaboration necessarily stopped but it required rethinking the terms of engagement and principles shaping community-university partnerships for EL.

From the Literature: EL and CEL
Examining the Ministry's Criteria of Experiential Learning

Addressing the limits of Experiential Learning criteria

The global focus on experiential learning brings with it numerous guidelines and expectations. In Ontario the [Ministry of Colleges and Universities](#) outlines the following criteria for a learning experience to be eligible to count as Experiential Learning:

- ✓ The student is in a workplace or simulated workplace.
- ✓ The student is exposed to authentic demands that improve their job-ready skills, interpersonal skills, and transition to the workforce.
- ✓ The experience is structured with purposeful and meaningful activities.
- ✓ The student applies university or college program knowledge and/or essential employability skills.
- ✓ The experience includes student self-assessment and evaluation of the student's performance and learning outcomes by the employer and/or university/college.

✓ The experience counts towards course credit or credential completion **OR** is formally recognized by the college or university as meeting the five criteria above.

However, as experiential learning at university is likely defined and used differently depending on the discipline, the fit of EL into the MCU framework may not always be appropriate or accounted for. This may impact what is counted and valued as EL, including the achievement of pedagogical benefits to students and learning outcomes.

What counts as Experiential Learning and its objectives?

Undoubtedly universities have demonstrated that numerous job-readiness abilities can be developed in disciplinary curriculum such as project management, time management, etc. This calls into scrutiny the Ministry's criteria regarding workplace simulation and warrants expanded thinking. The language of job-readiness that dictates how experiential learning is evaluated according to the province, may reduce the academic mandate around student success to job market definitions. These criteria undermine academic missions widely shared by universities across the country that view themselves as "publicly supported institutions obliged to contribute back to civil society" and subsequent imperatives to "mobilize [university] resources and knowledge for public good" (*University of Guelph Provost's White Paper,* 2005). A potential challenge occurs when goals such as "intellectual development, equal democratic citizenship and broader social goods are overlooked" (Walker, 2009, p. 233) when defining essential skills. For example, Service Learning models are typically premised on the mutually reinforcing values of "civic education, civic engagement and civic service" for active and intentional learning (*University of Guelph Provost's White Paper,* 2005). However, experiential learning framed in these terms such as Service Learning models and study abroad opportunities that involve the student's immersion in another culture and country rather than a formal workplace might not be counted though these opportunities that clearly equip students with transferable skills as outlined further by the [Conference Board of Canada's employability skills document](#).

Service Learning refers to "educationally linked, credit-bearing experiences through service to communities" (Bringle & Hatcher, 1996). This is differentiated from co-operative education which focuses on extending student professional skills (Chambers 80). SL/CEL is structured in profoundly different ways from co-operative education and other EL options designed to enhance students' professional development as CEL is based in social learning. Social learning refers to learning that occurs through observing others' behaviours and attitudes leading to an understanding of the ways behaviours and attitudes are produced through human interactions. In line with other forms of EL, SL correlates with positive academic performance (81). SL also increases the likelihood a student will participate in community service and/or choose a service-oriented profession (81). Most significantly, SL has been associated with reduced racial stereotyping, increased racial understanding and a more developed commitment to social issues and social responsibility (81). Critical SL/CEL models have further been shown to enable students to develop an awareness of their own positionality in the social system (Chovanec, Kajnen, Mian & Underwood, 2012). SL/CEL fosters a more active citizenship, reconnects

students with local communities, and creates reciprocity between schools and communities (Butin 2003 1675). A recent Community Engaged Scholarship Institute study revealed that a sample of students engaged in CETL partnerships on campus gained emotional resilience, collaborative skills, and the ability to navigate uncertainty, as well as an increased appreciation for perseverance and dependability (Varghese, Morton & Thomson, 2017). Data collected from attendees at the previously mentioned TLI conference identified a similar set of essential skills required across disciplines for navigating dynamic community settings, intercultural competency, and cultural literacy, with communication skills including nonverbal and diverse styles being most mentioned.

It is, perhaps, unsurprising that both locally and abroad governments tend to be most concerned with ensuring that education should equip graduates with the knowledge and skills to participate in the economy (Walker, 2009, p. 23). However, W. David Holford warns of the potential problems that arise should economic objectives become the "raison d'être" (2008, p. 25) for universities. As is evident in the list in the previous section, the provincial criteria are dominated by references to job-ready skills, workforce readiness, and employability with no mention of service or public good. Public intellectuals argue that as recipients of public money, universities ought to be contributing in some way to a better society (Walker, 2009, p. 234). Furthermore, with access to university education still to a large degree linked to class privilege, graduates "arguably have obligations beyond their own personal benefit, to others who have not had the advantage of university education" (Walker, 2009). In the wake of these tensions, there is an increasing call to establish community engaged or service learning as "a key vehicle through which institutions can both demonstrate their degree of quality as a public entity and inform society of the ways in which public support is being translated into public goods" (Chambers, 2009, p. 94). Thus, SL/CEL provide crucial and necessary learning outcome differences from EL models focused on employability. Co-operative education and EL models more readily fit into provincial definitions that are increasingly determining the value of experiential learning. It bears considering the ways SL/CEL and the essential skill development therein might be disincentivized if only EL that meet ministry criteria is recognized, provided institutional support, and rewarded.

Recommendations of the Working Group

Recommendation #1: Implement Community Focused Learning pedagogy, and activities, as a core part of Experiential Learning Curriculum.

Community Focused Learning (CFL) focuses on the mission, mandate, and work of a community organization or group via active learning and critical reflection without direct or regular engagement being necessary to maintain the relationship or partnership. The CFL model developed by Dr. Mavis Morton at the University of Guelph stands as an exemplar model that "aligns with current successful pedagogical principles such as transitional and constructivist pedagogies, scaffolded frameworks, integrated course design and/or constructive alignment

and authentic assessment" (Morton n.d.). CFL is suitable for a range of class sizes including large undergraduate classes and offers a principled way to introduce early-stage learners to community-university engagement.

The CFL pedagogical model is designed "to work with students coming from a variety of contexts to acquire a range of introductory academic and community-engaged knowledge, skills and values in a supported learning environment" (Cassar et al., 2012). Applications of CFL have been shown to enrich experiential learning by enhancing cognitive skills; increasing retention and understanding of course material; strengthening learning by exposing students to community needs, issues and systems; providing opportunities to contribute to society; building students' awareness, interest and experience of civic engagement, and teaching social responsibility (Moley et al., 2014; Abes et al., 2002; Basinger et al., 2006; Bringle et al., 2010; Butin, 2007; Chambers, 2009; Chupp et al., 2010; Peterson, 2009; Hironimus-Wendt et al., 2009, quoted in Morton, n.d.).

Recommendation #2: Integrate early in the curriculum a "low-touch" scaffolded Community Focused approach and skillset as part of the necessary preparation for experiential learning opportunities.

A recent Community Needs Assessment conducted by CESI and University of Guelph's Office of Student Life polled eighty-four representatives from existing or past community partner organizations. This study revealed an overwhelmingly positive attitude toward EL partnerships with partners seeing value in student perspectives, energy, and knowledge of best practices (CESI & Student Life, 2018). In addition, 85% of partners indicated "some", "significantly more", and even "infinite" capacity for EL partnerships. However, student preparedness was raised as a challenge in achieving the best outcomes. Specific challenges included student motivation, skill, professionalism, and not having a clear understanding of organizational context. While these partners expressed a willingness to engage with students, lack of resources including staff, time, funds, and space for students needing more than the expected level of training presents a potential barrier to success in ECEL partnerships.

Community Focused Learning pedagogy enables foundational learning in core competencies for high impact engagement and deep learning in a low-stakes setting. A low-stakes setting refers to an environment in which costs are limited, and direct community contact is managed by a trusted liaison. In the CFL model, students have the opportunity to learn the concepts, history, and principles of community engagement as a steppingstone to deeper and potentially more transformative engagement opportunities (Morton, n.d.). One of the gaps in CE competency is that CEL is often implemented without an attention to important details such as a deep understanding of the community context and the skills for ethical engagement (Morton, n.d.). CF models focus on learning about the community before engaging directly, understanding the

context in which a group operates, issues of power and positionality in collaborations, and an attention to the work and missions of the community partner – a necessary approach whether a student is engaging with a community organization, industry partner, service user, or other kind of stakeholder. CFL and other low-touch, low-intensity community-engaged models, allow for scaffolding of essential skills that students ought to possess if they engage in highly collaborative research settings but also when they enter their respective fields as professionals and citizens of the world. The intention is not to replace highly engaged partnerships with CFL but to recognize that these opportunities are often provided later in a program when higher maturity levels and more advanced learning outcomes in disciplinary content is demonstrated.

Aside from missing the opportunity to tackle the learning curve earlier in a student's professional, personal, and academic development regarding essential "soft" skills, a higher proficiency in academic knowledge does not necessarily mean that later-learning levels are ready for deeply engaged opportunities and have skills for community engaged research and collaborations. The scaffolding that is a part of the CFL pedagogy ensures that core competencies are developed to reduce the potential for harm on all sides of a partnership and to equip students and faculty with the tools for successful collaborations in high stakes partnerships. The CFL pedagogical model has the further benefit of aligning with transition pedagogy that seeks to scaffold and mediate the first-year experience by providing students the opportunity to develop a sense of engagement with their course of study and university community (Cassar, et al,. 2012). A scaffolded approach allows students, faculty, staff, and partners to safely try out and develop new working relationships and to explore shared interests without the pressure of a high-stakes commitment.

Lastly, CFL pedagogical approaches also yield benefits for faculty "as a manageable, lower risk and interesting pedagogy to create deeper links between theory and practice" (Bannerjee, Madhumita, and Hausafus, 2007; Birdsall, 2005; Russell-Stamp, 2015 as quoted in Morton, n.d.. Indeed, CFL provides an accessible entry point for faculty, students, partners, and staff who may be new to or curious about CEL and EL models. CFL is also a viable model for partners who may have limited capacity for deep engagement but for whom a lower-touch partnership would provide beneficial outcomes with the potential also to enhance the work-simulated aspects of the engagement.

Recommendation #3: Develop specific community focused modules, such as critical thinking and reflection and active listening, that introduce, deepen, and reinforce learning of essential skills that can be integrated into learning curriculum.

One of the myths that must be dispelled is that community engagement and experiential learning are necessarily high-intensity and deeply collaborative processes. Certainly, this might be the ultimate goal for a maximal experience, however, there are a host of skills that must be

in place on all sides for this kind of critical, deeply engaged partnership to be possible and successful. CFL provides a mutually beneficial model of engagement for developing learners, emerging CEL educators and for an enriched classroom experience at any stage in a curriculum.

The Conference Board of Canada has a list of fundamental, personal management and teamwork skills, important to develop and master to be better equipped to progress in the workplace. These "Employability skills" can be used as a framework to develop plan of action to better prepare students to the workplace. The essential skills include communication, managing information, using numbers, thinking and solving problems, demonstrating a positive attitude, being responsible, adaptable and able to learn, working safely, working with others and planning, designing and carrying out projects and tasks. Similarly, the University of Guelph has also identified and compiled common employability outcomes by considering a wide cross section of national and international organizations.

Given the inequities exacerbated during the pandemic, the need to introduce and develop skills that focus on social responsibility, civic engagement, knowledge of diverse communication styles, critical personal reflection, inclusive team building, anti-oppressive frameworks, active listening, valuing context, and understanding ethics by graduates of our curricula. Therefore, we recommend an ongoing review process of the evolving essential skills that can be scaffolded as low-touch development opportunities in community focused learning curriculum.

As practitioners of EL and CFL in a variety of disciplines we have provided in the following Appendices some exemplar exercises and recommendations for CFL training modules that would scaffold ECEL skills and build students' engagement capacities:

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- Appendix C: Critical Self-Reflection developed by R. Burga
- Appendix D: Active Listening developed by B. Luby
- Appendix E: Note-Taking Assignment by B. Luby
- Appendix F: Communication Styles vs. Communication Skills developed by M. Tanti
- Appendix G: Teamwork through an Anti-oppressive Lens developed by M. Tanti
- Appendix H: Characteristics of White Supremacy Culture Resource by S. Alderwick and M.Tanti
- Appendix I: Building Community Connections through Wikipedia developed by K. Martin
- Appendix J: Mock-grant Proposals for Community Initiatives developed by K. Martin

The Community Engaged Scholarship Institute newly launched CEL database provides additional samples and ideas for high-impact low-touch community engaged learning options: https://www.cesinstitute.ca/cetl/courses

Recommendation #4: Integrate an Equity, Diversity, Inclusion and Decolonization focus into the development and delivery of Experiential and Community Engaged Teaching and Learning.

To help ensure that students from diverse backgrounds can access CFL and CEL activities, educators must work to incorporate experiential learning activities into their curriculum. For generations, universities catered to elite men (Neklason, 2019). Education scholars in Canada are not always explicit about the capital required to pursue post-secondary education. Statistics Canada recently reported that 73% of working youth between the ages of 15 and 24 identified "going to school" as the cause for their employment (Patterson, 2018). Many students used their wages to help finance their education (Marshall, 2010; Ouellette, 2006; Usalcas and Bowlby, 2008). These students may be at a disadvantage if pressured to seek opportunities for experiential learning outside of the classroom.

First, students tend to work in low seniority positions with limited job protection (Marshall, 2010). Research has shown that students are the most likely to be laid off during an economic downturn (Marshall, 2010). Dispensability may increase the perceived risk of asking for time off to pursue extra-curricular activities. More than that, the need to take time off could have real impacts on the financial and material well-being of working students. Individuals with class privilege – which may take the form of family funding – are thus better positioned to benefit from extra-curricular experiential learning activities. Participation, for individuals with class privilege, does not carry the same risk of reduced income or lost employment.

Second, research has shown that long hours correlate positively with poor classroom performance. Within Quebec, "43 per cent of full-time undergraduates say that their jobs have negatively affected their studies and 30 per cent say their jobs mean they'll take longer to finish" (Serebrin, 2012). Extra-curricular experiential learning activities would likely increase the stress load of employed students. They would be expected to study, work, and to seek unpaid skills-building opportunities. Educators, however, can alleviate this additional pressure by building experiential learning activities into the classroom.

COVID-19 may have increased the need to do exactly this. A longitudinal survey conducted in 2020 revealed that the impacts of COVID-19 on course enrollment were not only classed, but raced. "Black respondents were more than twice as likely as white ones to report increased expenses [due to COVID]." Only 3 percent of white respondents from upper-middle-income households planned to reduce their course enrollments due to the pandemic compared to 18% of students from low-income households (Polioff, et al. 2020). The authors go on to suggest remedies to close this gap including "offering more flexible tuition payment" (Polioff, et al. 2020).   From an EL standpoint, flexible tuition payments will not create equal student access to extra-curricular activities after the pandemic. Moving into a post-pandemic world, we must ensure that it is not only the students who can afford time volunteering that benefit. We can do this by making sure that EL is covered by tuition and recognized as core course content. By building community-focused or community-engaged learning into the curriculum, educators can ensure that students from diverse economic background can benefit from experiential

learning. If equity, diversity, and inclusion is an institutional goal, educators must address the material risk of experiential learning activities for marginalized students by recognizing EL activities as core content.

Recommendation #5: Develop and implement administrative pathways to recognize faculty development of, and student participation in, experiential and community focused learning activities.

As indicated on UofG's website, Senate-approved learning outcomes serve as the basis from which to guide the development of degree programs (broadly) and courses (specifically).

The University of Guelph has 5 Senate approved Learning Outcomes, including:

1. Critical and Creative Thinking
2. Literacy
3. Global Understanding
4. Communicating
5. Professional and Ethical Behaviour

The Aboriginal Initiatives Strategy (AIS) has called for the creation of a 6th Learning Outcome, "[committing] to inclusion of First Nations, Inuit and Métis cultures, knowledges, and ways of knowing in the graduate and undergraduate curriculum."

Institutionally recognized outcomes are essential to incentivizing EL adoption. Administration must create an environment that encourages faculty to think about CFL and CEL in curriculum design. For example, a 6th – or, if AIS recommendations are adopted, 7th – Learning Outcome might be "Public Service." CFL and CEL categories could align with the "Public Service" mandate while maintaining faculty freedom in the definition of "Public" and "Service" within their classrooms. In addition to protecting academic freedom, such a move could protect pre-tenured faculty from the risks associated with testing innovative pedagogical approaches for which there may be limited departmental uptake. Such an addition would also better align UofG's Mission Statement with its public-facing Learning Outcomes. Consider that UofG "aims to serve society and to enhance the quality of life through scholarship" (University of Guelph, 1995). The current learning outcomes focus more heavily on scholarship than service. "Service" reflects learners' responsibility to share acquired knowledge.

CURRENT LEARNING OUTCOMES	POTENTIAL LEARNING OUTCOMES
1. Critical and Creative Thinking 2. Literacy 3. Global Understanding 4. Communicating 5. Professional and Ethical Behaviour	1. Critical and Creative Thinking 2. Literacy 3. Global Understanding 4. Inclusion of Indigenous Knowledges 5. Communicating 6. Professional and Ethical Behaviour 7. Public Service

Should Administration incentivize the inclusion of CFL and CEL activities into curriculum, pathways must also be created for students to showcase community engagement on their transcripts.

The Experiential Learning Hub is working to develop "a comprehensive list of all University of Guelph courses that offer experiential learning" in partnership with departments, the Office of Quality Assurance, the Office of the Registrar, and the Office of Institutional Research and Planning" (Experiential Learning, n.d.).

The benefits associated with tracking by the Experiential Learning Hub include helping "[s]tudents and their advisors in identifying courses that best connect to personal, academic, and career goals" and enabling "[t]he institution in telling the story of experiential learning to stakeholders" (Experiential Learning, n.d.). Tracking by the EL Hub provides an opportunity for UofG to develop a Community Service concentration across disciplines. For example, if a student attained 1.5 credits in tagged courses over the course of their degree, they could be recognized for completing a B.Sc. or BA with a concentration in Community Service. Such a move would take advantage of pre-existing partnerships between the EL Hub and the Office of the Registrar. It would allow students to reflect their decision to learn through service – whether that is for government, business, a non-profit organization, or a community group – on their transcript.

Appendices

Appendix A: About the Authors

Dr. Brittany Luby, whose paternal ancestors originate from Niisaachewan Anishinaabe Nation, is renowned for her skill at communicating across disciplinary and cultural divides. The Canadian Historical Association has described her research as "innovative in its structure and responsive to Indigenous research methodologies." Luby's expertise in Indigenous methods influences her teaching. She is an award-nominated educator known for engaging undergraduate students in experiential learning projects. Luby's traditional academic work is complemented by years of experience working with First Nations on treaty histories. Her commitment to sharing Indigenous issues with diverse audiences has spurred creative outputs like art installations and children's books. According to the *Toronto Star*, Luby's work for children "models how to build love and respect."

Dr. Dale Lackeyram, (he/him) is the Associate Director in the Office of Teaching and Learning. In this role, he guides a team of Educational Developers that collaborate with faculty, staff, community members and national and international partners to promote evidence-informed pedagogical approaches. His previous experience in curriculum development, student learning, mentoring, facilitative leadership, learning outcomes assessment and inclusive design principles spans two decades at the University of Guelph. In advancing his research in education and student learning outcomes, he draws on both his disciplinary physiology background and his educational development expertise. Ultimately, his contribution to the teaching and learning landscape is guided by the transformative role of education and educational experiences as an act of reconciliation and inclusion. Dale identifies as a gay settler-scholar in the Canadian context.

Dr. David Danto is a clinical psychologist and Head of Psychology at the University of Guelph-Humber. His clinical and research interests include Indigenous wellness and culture-based approaches to addressing intergenerational trauma in local and global contexts. Dr. Danto is involved in allyship and decolonization efforts within the discipline and the academy. He has worked in psychiatric hospitals, counselling centers, private practice, and correctional facilities in Canada and the United States. In partnership with Indigenous Knowledge Keepers, he developed a field course on Indigenous Mental Health, which he has delivered in Mushkegowuk Territory along the James and Hudson Bay coast for the last ten years. He serves on the Board of Directors of the Canadian Psychological Association (CPA) and is Board Liaison to the CPA Committee on Ethics. He recently chaired the CPA Task Force on Responding to the Truth and Reconciliation Commission Report, and he currently Chairs the CPA Standing Committee on Reconciliation.

Dr. Kim Martin, (she/her) is an Assistant Professor in the History Department at the University of Guelph. Martin co-developed, alongside Dr. Susan Brown and Dr. Paul Barrett, the new

Culture and Technology Studies (CTS) major/minor, which has its first official cohort in Fall 2021. She believes the classroom is a place for creativity and experimentation and that students should lead the way to the development of their own projects. In both the History Department and in CTS Martin teaches experiential learning courses and has worked with a number of community partners, including the Norfolk Manor, The Arboretum at Guelph, and most recently, The Ontario Barn Association. You can learn more about her teaching style [here](.).

Dr. Melissa Tanti is the Coordinator of Community Engaged Teaching and Learning at the Community Engaged Scholarship Institute in the College of Social and Applied Human Sciences. She is a scholar and practitioner of community engaged learning with a focus on critical practice informed by feminist, queer, anti-racist, decolonizing and disability frameworks. Melissa builds capacity for community engagement with students, instructors, staff, and communities through consultation, partnership development, curriculum design, workshops, publications and presentations on critical community engaged scholarship. Melissa's teaching philosophy is premised on the belief that pedagogical design should act as a catalyst, not just to visualize a better world but to arouse a desire for one. Her literary work focuses on experimental and avant-garde forms that break down barriers between knowledge systems to generate new understandings of identity, community, and culture.

Dr. Ruben Burga is an Assistant Professor in the Department of Management at the Gordon S. Lang School of Business & Economics. His research activities involve a study of organizational behaviour in the areas of sustainability, corporate social responsibility (CSR), entrepreneurship, accountability, and project management; often seen through the lens of the scholarship of teaching and learning. Ruben teaches management principles (both the fundamental first year course, and the final fourth year capstone course), CSR as part of the B. Comm. curriculum, project management and entrepreneurship at the graduate level, and elective courses in Business Management. Ruben's teaching philosophy revolves around integrating experiential principles and active learning within an inclusive environment that promotes student engagement and principles of active learning.

Dr. Simon Lachance is an Assistant Dean (Academic) at University of Guelph Ridgetown Campus, committed to training the best skilled graduates in the agri-food and environment sectors at the Diploma level. Lachance has a diverse teaching experience, as he has taught courses in the environmental management, agriculture and horticultural diploma programs. He began his career with the University of Guelph at the Campus d'Alfred in 2000 and joined the Ridgetown Campus in 2015. His leadership will ensure the Ridgetown campus is able to take advantage of opportunities, grow its education capacity and develop future creative academic initiatives that are adapted to the shifting future of learning, while creating a student-focused inclusive environment that will favor excellence and success. His research expertise is focused on the development of low-risks pest control methods and products (not at all related to Experiential Learning!).

Topic: Enriching Community Engaged and Experiential Learning with Community Focused Learning Skills and Abilities.

Legend
    ♥ are number of likes/agreement with response made to prompt.
    italics are comments related to the response provided.

Prompt #1: What essential skills or abilities would a student need to demonstrate in order to be successful in a EL or CE learning opportunity in your discipline?

Self-care, help-seeking behaviour 2 ♥
    Including relevant resources, they could access!
Project planning and management ♥
Networking, interpersonal skills
Tolerance for ambiguity and dynamic community contexts 3 ♥
Take initiative ♥
Outreach and communication
Non-verbal communication skills ♥
Enable design and build situations as you would do in real life prototyping
Intercultural communication ♥
Understanding realistic engineering applications
Communication
Seeking feedback - from peers, supervisor, instructor
Adaptability, intercultural competency skills, communication ♥
Clear language writing
Goal setting and reflection on those goals
    Reflection on the entire experience and how to adjust goals in a responsive way when
    necessary. — almost related to aspects of adaptability as well
Translating academic knowledge into practical knowledge
Critical thinking
Problem solving ♥
Ability to identify (in consultation with the community member) the problem or issue that is to be solved and feasible/appropriate/culturally sensitive solutions 2 ♥
Teamwork ♥
    handing difficult conversations and facilitating teamwork

: What essential skills or abilities would you prioritize delivering in the curriculum to support students in an EL or CE learning opportunity?

Self- and cultural awareness ♥
Decolonizing and anti-racist lenses and approaches to CETL/CFL ♥
Teamwork ♥
> *knowledge and skills to work effectively with others*

Intersectional understandings of associated community initiatives and issues ♥
Understanding of own social location and positionality 2 ♥
Self-awareness 3 ♥
> *in terms of culture but also level of skill or training. Knowing the limits of your abilities*

Communication skills
> *verbal and nonverbal*

Project planning and management ♥
Cultural literacy 3 ♥
Universal design and accessibility (for SLG leaders developing study activities)
Identifying, understanding, and applying values associated with CETL/CFL 2 ♥
Communication and feedback 2 ♥
Creative and critical thinking ♥
Diverse communications skill sets 2 ♥
Problem-solving ♥
Collaboration 2 ♥
Ability to work with others (either teammates or community members) by meeting them where they are instead of insisting that they come to you 3 ♥
Listening skills ♥
> *active listening*

Prompt #3: How would you incorporate training in prioritized skills and abilities in your disciplinary curriculum?

- Inter/cross cultural-awareness training modules
- Cross-cultural competency: international virtual exchanges 2 ♥
- Record keeping, safety training in simulated in group-focussed [sic] work environments ♥
- Scenarios to discuss / role play, based on students' actual experiences ♥
- Pre-departure trainings at CIP ♥
    - *Safe travel essentials workshop, DepartSmart, travellers connection night*
- Provide a safe environment to increase creativity, and provide reward ♥
- Initial training so students feel confident to transition into a role, and ongoing training for skill development and reflection ♥
- Allow for failure in experimentation by students and giving them a chance for reflections 6 ♥
- Guest lectures and other guided conversations with community in-class 2 ♥
- Sessions on communications and relationship building with community (tailored to the context in which students are focusing, even if not directly engaging with community partners) 2 ♥
- Purpose driven exercise
- Workshops in knowledge mobilization (foundational concepts and practical skills needed to develop products)
- Using technology and drones to enable virtual experience
- Introductory modules in EL and CFL to introduce students to the concept and intended outcomes ♥

Prompt #4: What are some of the challenges and opportunities associated with incorporating training into your curriculum?

- Do regular check-ins to allow virtual teams to contribute
- Challenge of establishing norms and cultural understanding in virtual groups ♥
- Establishing trust and credibility with instructors
- Experiential learning is likely defined & used differently depending on the discipline ♥
- Ministry definition of EL as having to be in a 'simulated workplace' precludes worthy experiences such as study abroad (where EL comes from immersion in another culture and country) ♥
- Recognition and willingness to acknowledge impacts and existence of different epistemologies (e.g., socio technical thinking) 2 ♥
- Resistance to discussing social justice aspects of the discipline ♥

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