

**Waterloo ExL Community of Practice**  
**Community Service Learning**  
**Friday, November 23, 2018**  
**QNC 1201**

**Session hosts:**

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**INDEV308 Introduction to Social Entrepreneurship**

- Required course for INDEV students, take it two terms before they go on international placement for 8 months
- Common elective among ENVBUS students
- Runs in Winter term, Winter 2018 was the third year
- 40-70 students
- 3 hour lecture but heavy on workshops and group work

**Where did the idea for this method of delivering the course come from?**

- Waterloo institute for social innovation and resilience – social innovation and generation in waterloo
  - o Bring together stakeholders around a complex social project
  - o Design prototypes for solutions in that system
  - o Sean provided research support and design
  - o New solutions for youth employment lab - Increasing employment for marginalized youth in the USA
  - o Sustainable waterloo region
- Common through all of these = participatory design making, rely on the expertise in the room to drive how we operate

**Can we run this course like the social innovation lab?**

- We wanted to run the class without the expenses and labour intensive aspects – just the resources we have at the university – Sean and 1-2 TAs
- Pedagogy = this is a learning experience
  - o Problem oriented work – promote transdisciplinary
  - o Peer based learning
  - o Entrepreneurial approach
- 12 weeks to go through the course
  - o Week 1 intro
  - o Week 2 bring in community partners
    - One problem that the students are working on

**Where does Sean find community partners?**

- Course needs multiple community partners – Sean sends invites to faculty, other perennial participants such as Joel and Kindred Credit Union, use personal rolodex to get suggestions on partners
- How many partners do you have to invite?
  - o Cold calls are 1 in 5
  - o Half of perennials return
  - o Has sent 40-50 invites for next year

#### **How are the problems chosen?**

- Students in Winter 2018 help decide what the theme is for Winter 2019 – they pitch ideas in week 12, Sean shares the ideas with others to see if it's viable, interesting
  - o This year was local food systems in waterloo region
  - o First offering was the changing nature of youth and work, second was urban intensification
  - o Next winter is mental health and well being
- Sean doesn't necessarily have experience or expertise in the problem area – that's where the community members come in

#### **How do students interact with the community partner?**

- Partners only have to show up for the sessions they are able – no other work
  - o Students are not solving problems that are specific to the organization (i.e. the organization does not come in with a problem) – part of the learning is identifying potential problems that could be solved
  - o Week 3-6 students work on solving the problems
  - o Week 7 bring in community partners again
    - Students are in groups and pitch to the partner their idea
  - o Week 11 final pitch to community partners
    - World café style, every 20 mins students move around
  - o Week 12 debrief

#### **How has Joel been involved? How has he benefitted from the experience?**

- Joel attended all three sessions across the term
- 60% of resumes they receive are from the class, they come out and work at the farm
- Hired a co-op student that was a roommate of the student, still works there and ran the farm while Joel was on vacation
- **What benefits has Joel seen?**
  - o It gives him ideas – he can express the issues that he's having and new perspective and gets feedback from a group of people that will go do research and come back – that's really beneficial
  - o Had a problem with containers – as a food processor he can't get compostable or recyclable containers, it's much easier to create new waste – they can think of new ways, find options, but him in new directions
  - o Question: how will Joel participate in the next topic on mental health?
    - He has a gardening therapy program – could explore this

**Do students work in groups? How is that facilitated?**

- Individual assignments in week 3-6
- Groups by week 7
  - o Use Peer Evaluation and Assessment Review (PEAR) model for assignments (more info on this contact [Scott Anderson](#))
  - o Students identify problems and then do a ranking on what problem/group
  - o Tia: her program has a mix of group work so we're used to it, but mix of students within this course
    - As a result of the earlier assignments, by the time we get to group formation (week 7), everyone kind of know everyone and that makes the group work run more smoothly
    - She was partnered with INDEV students and it was interesting to work outside her cohort, learned about different perspectives
    - The beginning work is a good warm up since everyone is solving a different aspect of the problem so when you read the other student's work, you can see how they approach problems and that was really beneficial to the process

**Assessment strategies: what are Sean's thought on developing assessment alongside course material?**

- Sean shared that his course evaluation was a 3 when he started, went up to 3.7, and this year it was 4.7, course ranking was 4.5
  - o There was a lot of iteration each time
  - o The first time he offered it, the peer review didn't work (didn't have PEAR)
- Big changes: logistical and pedagogical shift
- Scaffolding the pedagogy in a non-pedagogical course – this is why we're doing things differently, and this is why it's relevant in the real world.

**How can other instructors do this?**

- Daniela: gave an instructor her course at another institution and they both teach it and make changes and give each other feedback
- Sean is open to sharing the syllabus and is working with a PhD student so that they can teach it in 2020
- Because it's a different problem every year, the skill development is the same but it's a totally different class

**How was the course offered before Sean taught it? How can we move from the old model of teaching into this new way?**

- Content was the same as far as the business model information, case study, guest lectures – went to a problem based learning model
- Sean looked at what skills should students develop through this course? Is there a better way to reach the learning outcomes?
- Still has guest lectures, student enjoy talking to the partner after the lecture – so you can get this through a world café model
- Tia: partners give a short intro and then you can choose the ones you are interested in to talk to

- Students put together questions in advance around the problem
- Joel: you don't have to prepare anything, just talk about the different aspects of the business

**Any advice to future students?**

- Tia: make sure you are attending! That's how to get the benefits
  - Keep in touch with the community members – it's a great networking opportunity for students
- Joel: stay in touch with community members, students have questions and I hire them!

**Question to Tia: how has this changed her learning?**

- The transition in week 7 was the most beneficial - you go from having a problem that you propose and you go to the community member and then pitch again in week 11.
- Talking to the partner about the problem changed thinking about how problems are created and the different aspects - Such a growth period! Don't just jump straight to the solution
- She theoretically understood that you need to understand the problem – it was that point that everything started to make sense. Has used this in her work term.
- Her group created a solution that was essentially useless, if they had kept with it they probably would have got a decent mark, but rather, having the community there and guiding them, they shifted how they felt about the problem. That's something she is able to keep.

Final thoughts: Grad student learning – providing them with more quality experiences, in-depth teaching experiences possibly through this model