

**Waterloo ExL Community of Practice**  
**Community Service Learning – [Kelly Anthony](#)**  
**Friday, November 2 QNC 1201**

**Theme: Bring It On!**

Room introductions (see excel)

**Intention for the session: Expand EL in ways that might not be obvious**

**Questions for the room?**

Question for [Michelle Metzger](#): Learn more about the experiential learning coordinator position at St. Jerome's <https://www.sju.ca/service-learning>

- International internship “Beyond Borders”
- Peru: Fair trade coffee producers
- Local programs Encounter KW: internships to be matched with a local non-profit
- Beyond U: capstone local community service learning initiative
- The strength of SJ – ethics of community service and social justice work – difference between CSL and ecotourism
- Thinking about having an EL Coordinator at the University level – what would that look like
  - o Kelly: had a LITE grant on this – saw too many barriers, need someone dedicated to working on EL
- Any student can participate in SJ programs – happy to partner with other faculties
- Connected to a network of CSL practitioners in ON

What is a community of practice and how are we tackling the topic of CSL in this group?

- Intention to make the community better through experiential education – how can our students add value to community organizations? Explore ways to do this.

Engaging community partners

- [Wayne Chang](#): foundations of venture creation – students have an opt-in project to help local businesses with their business model
  - o Partners: Launch Waterloo and Starterhacks – Uwaterloo alumni – Wayne uses his network, LinkedIn, to find partners. Alumni have been enthusiastic. Students view this as networking. Continuity – students in spring prepared documents for fall students to pick up where they left off. Volunteer. NDA – not confidential material
- [Daniela O’Neill](#): Practicum at a Masters level
  - o YOU have to get out of the university – volunteering, talk to people, observe what’s going on, read the newspaper, find opportunities, that’s how she engaged with KPL
  - o If I need to I can google it, but for the most part it’s getting out there
- Kelly Anthony: everywhere I go I look for opportunities
  - o Had something drop into my lap: retirement home in Oakville reached out to have students prepare materials on death and dying. Recognized that residents and their families were unprepared on this topic – which is a course Kelly teaches

- Create a toolkit for death and dying, student can work on small pieces of it: what's the vision statement? What's the title? What are the resources, what do they have? Could it be online or printed? Get students to generate this. Understand the scale and make it work. Partner can provide feedback. Try again.
- Question from Daniela: how does this look in a course with 130 students? Think-Pair-Share model woven into the lecture. May have to changed what you have planned for the lecture. Example: talking about community listening – how does this change with a retired population?
- Make sure the assignments outside of the class are opt-in
- Opt-in is great, students are most invested
- Problem is we self-limit, self-impose limits, shyness as a prison, fear of litigation, we can't imagine something different than lecturing – consider the barriers you think are there, are they really there? Ask people – what can our students do to help? Become student centred in your thinking
- Daniela: graduate experiential learning
  - Incorporating this type of learning, departments will be more accepting, but you have to have confidence, it takes time to learn this as an assistant professor or early in the career, need support from mentors, it's hard to individualize the learning – you have to come up with the right thing for every student
- [Derek Robinson](#): was out of Canada for 10 years, had no network, went to conferences and talked to people, leverage what you have, it's always on my mind, universities fair, alumni events
- Kelly: high performing student – asked how they understand the program evaluation class – think about it all the time, it's different work
- [Stephanie White](#): perceived barriers – finding community partners. Can student find their own partner? Are they already doing volunteer work? Find a communication need outside of you and fulfill it – have to look at how to assess, evaluate, but find a way to make it work
- Wayne: are students more interested in EL now than 5 years ago?
  - YES from the room, much more interest
  - However sometimes they don't get it – don't get what the impact/benefit could be
  - Value proposition about EL
  - School kind of breaks people – one more thing to do, just looking for the right answer, loss of creativity
  - HS students are changing as well
  - Some departments on campus are more traditional, lecture style, so not many across departments
  - Michelle: when partners approach you – they are empowered. But what are the risks? Are there teachable attitudes? You're not here to change the world, but listen and collaborate – give students the language as part of the learning
- [Karin Schmidlin](#): how do you assess projects? We do a formal presentation for the partners
  - KA: one of the hardest parts of this, weave what they are doing into the course material, reflect on their experience but relate to course material – the experience is a practice of the course material. Part art, part science. Reflective writing tools. Multiple projects, less structured as you go along Example: Karen Redman

- [John Garcia](#): learning contracts with work plans and deliverables, monitor and assist with the progress
- Stephanie: Develop a contract between student and partner – how well was the contract followed?
- Michelle: learning objectives for the assignment
- Daniela: has tried many things over the years, but focus the grade on the written submissions that relate the experience to course materials. Group work – provide feedback on your group members
- Kelly: this type of learning requires a good amount of student trust
  - The marks may end up higher, but that is ok! They are committed and on steady ground, help students understand they are going to be fine, whatever the outcome of the experience.