THE AMERICAN UNIVERSITY IN CAIRO

Office of the Dean of Undergraduate Studies

COMMUNITY BASED LEARNING

CBL

Community-Based Learning Faculty Manual

"It takes a village to raise a learner, a scholar, a citizen"
CBL slogan, AUC

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Introduction

The American University in Cairo Community-Based Learning Program is hosted by the John D. Gerhart Center for Philanthropy and Civic Engagement and the Center for Learning and Teaching.

Vision: The CBL Program envisions an engaged academic curriculum – one that acknowledges the value of and integrates community knowledge to strengthen student learning, while employing student competencies to address community-defined needs.

Mission: The CBL Program empowers AUC students, faculty and partners to create community-engaging learning environments across the disciplines - environments which facilitate student academic excellence, personal growth and civic engagement, and help build sustainable community capital.

Goals: The CBL Program aims to
- **promote** the values, theories, principles and methodologies of community-based learning to faculty, students and community partners
- **evaluate** the student experience and civic outcomes, and to use the results to enhance the program, the curriculum, and the community-campus partnerships
- **reward** faculty, students and community partners through a variety of grants, assistantships and awards
- **document** course experiences to build a knowledge base and identify model partnerships
- **develop** the program, on an ongoing basis, building on the advisory council of students, faculty and community partners

Values: The CBL program values learning environments that promote
- proactive **citizenship**
- **reciprocity** of learning and service
- respect for **diversity** and participatory practices
- **integrity** in learning, research and civic engagement
- critical **reflection** and ongoing self-development
- **innovation** and creative problem-solving
- **knowledge-sharing** and life-long learning

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This manual is largely a compilation of relevant materials, culled from the wealth of experiences published by different institutions. We acknowledge and appreciate the various programs that are committed to knowledge-sharing.

1. COMMUNITY-BASED LEARNING BASICS

A. Definitions

Community-Based Learning is a teaching methodology that advances course-learning goals through service to a partner community.

--The American University in Cairo

CBL is a process through which students are involved in community work that contributes to

- Positive change in individuals, organizations, neighborhoods and/or larger systems in a community.
- Students' academic understanding, civic development, personal growth, and/or understanding of larger social issues.

-- Campus Compact, USA

CBL is an academic type of experiential learning, which combines community service with explicit academic learning objectives, preparation for community work, and deliberate reflection. Students participating in CBL provide direct and indirect community service as part of their academic coursework, learn about and reflect on the community context in which service is provided, and develop an understanding of the connection between the service and their academic work. These learning experiences are designed through a collaboration of the community and the academic institution, relying on partnerships meant to be of mutual benefit. CBL enhances academic curricula and fosters civic engagement.

-- Adapted from Assessing Service-Learning and Civic Engagement

We define CBL as the broad set of teaching/learning strategies that enable youth and adults to learn what they want to learn from any segment of the community. Our definition provides for learners of all ages to identify what they wish to learn and opens up an unlimited set of resources to support them. By community, we are including the schools, formal and informal institutions in one's neighborhood, and the entire world through such resources as the Internet.

-- Northwest Regional Educational Laboratory

CBL refers to learning in higher education, which takes place outside of the institution, and draws on student experiences and encounters with members of the surrounding community.

-- Higher Education Academy, UK

CBL is **not**:
- An episodic volunteer program.
- An add-on to an existing school or college curriculum.
- Logging a set number of community service hours in order to graduate.
- Compensatory service assigned as a form of punishment by the courts or by school administrators.
- Only for high school or college students.
- One-sided: benefiting only students or only the community.

-- National Service Learning Clearinghouse

Service Learning (or community-based learning) is a teaching and learning method that upholds a commitment to appreciating the assets of and serving the needs of a community partner while enhancing student learning and academic rigor through the practice of intentional reflective thinking and responsible civic action. It follows what we call the CARC learning model - Contemplation, Action, Reflection, and Commitment.

-- Joan Kopperud and Dawn Duncan, Concordia College-Moorhead, MN

B. Key elements

Alignment with course goals: Is the framing of the project clear enough to begin the learning? Does the service purposefully advance the learning?

Community empowerment: Does the service address a need identified by community? Has the community been empowered to sustain it?

Reciprocity: Is there reciprocal gain? Is the community an equal partner? Is there empowerment and mutual respect?

Reflection: How can the students link their community experience to course content?

Civic responsibility: Do the students demonstrate commitment? How can the students and community best bring the work to completion? How can the students exit ethically?

Dissemination: Is the knowledge shared publicly to facilitate replication?

C. Models of Community-Based Learning

The following is excerpted from Heffernan, Kerrissa. Fundamentals of Service-Learning Course Construction. RI: Campus Compact, 2001, pp. 2-7, 9.

1. "Pure" Service-Learning
These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

2. Discipline-Based Service-Learning
In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using course content as a basis for their analysis and understanding.

3. Problem-Based Service-Learning (PBSL)
According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture students might design a park; business students might develop a website; or botany students might identify non-native plants and suggest eradication methods.

4. Capstone Courses
These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

5. Service Internships
Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished from

traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6. Undergraduate Community-Based Action Research
A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

D. Outcomes of Community-Based Learning for Students

From: Eyler, J. S., Giles, D., Stenson,C. & Gray, C. J. (2001). At A Glance: What We Know About the Effects of Service-Learning on College Students, Faculty, Institutions, and Communities, 1993-2000: Third Edition. Corporation for National and Community Service. http://servicelearning.org/filemanager/download/4192_At AGlance.pdf

Learning Outcomes of Service Learning
- Will improve students' ability to apply what they have learned in "the real world".
- Service-learning participation will have an impact on such academic outcomes as demonstrated complexity of understanding, problem analysis, critical thinking, and cognitive development (creative thinking, integrative learning, learning transfer and writing).

Personal Outcomes of Service Learning
- Will have a positive effect on student personal development such as sense of self-efficacy, personal identity, spiritual growth, and moral development.
- Will have a positive effect on interpersonal development and the ability to work well with others, leadership and communication skills.

Social Outcomes of Service Learning
- Will have a positive effect on reducing stereotypes and facilitating cultural & racial understanding.
- Will have a positive effect on sense of social responsibility and citizenship skills.
- Will have a positive effect on commitment to service.
- Will have a positive effect on commitment to activism.

Career Development of Service Learning
- Will improve student-faculty ties.
- Will improve student satisfaction with college.
- Will improve career skills, such as goal setting and professional presentation.
- Will increase likelihood of choosing a service-related career.
- Will increase likelihood of participation in service after college.

E. Principles of Good Practice in Community Based-Learning

From: Howard, J. (Ed.). (1993). Praxis I: A faculty casebook on community service learning. Ann Arbor, MI: Office of Community Service Learning Press, University of Michigan.

- Academic credit is for learning, not for service.
- Do not compromise academic rigor.
- Set learning goals for students.
- Establish criteria for the selection of community service placements.
- Provide educationally sound mechanisms to harvest the community learning.
- Minimize the distinction between the student's community learning role and the classroom learning role.
- Re-think the faculty instructional role.
- Be prepared for uncertainty and variation in student learning outcomes.
- Maximize the community responsibility orientation of the course.

F. Benefits for Students

From: Kevin Kecskes, *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good*, Anker Publishing, 2006.

Research has shown that as a result of CBL, there has been an overall increase in the ability of students to do the following:

- Integrate theory and research
- Apply concepts learned in class to real life
- Formulate hypotheses
- Examine socially important issues
- Make reasoned arguments
- Apply data to test hypotheses
- Analyze quantitative data
- Analyze qualitative data
- Interpret data
- Understand multiculturalism and diversity
- Understand cultural influences
- Develop a sense of justice
- Make use of critical thinking skills
- Believe in their ability to make a difference

G. Benefits for Faculty

- Provides opportunities for data collection and inspiration for future research
- Improves student-satisfaction ratings
- Provides new areas for research and publication

- Provides an opportunity to build strong partnerships with NGOs and government bodies involved in social development

H. Procedures

To prepare a community-based service learning course, follow the steps below:

1. Define your course learning outcomes. Decide how the outcomes might be facilitated through a community-based learning methodology.

2. Narrow down the disciplinary content to an area/concept/theme/skills you would like to focus on for the service experience.

3. Consult the community-based learning program on how to align course outcomes with a service component.

4. Decide together on a community (communities) to place students.

5. Describe the service activity explicitly on course syllabus, complete with objectives, procedures, number of service hours, reflection tasks, assessment tools, deadlines, behavioral expectations.

6. Provide an orientation/preparation stage for the students before visiting the community. Introduce the pedagogy, the rationale for it, the community, the activity and the correspondent course goals, ethics of community behavior (you may contact the CBL director for a class visit to provide the orientation).

7. Book transport through your department, and decide with your students on meeting points, times, days, duration of visit.

8. Send a list of student names and a brief description of trip (purpose, day, time) to the Security Office (r-mowafi@aucegypt.edu). This is a standard procedure for every AUC trip. Please indicate if you have international students in class.

9. If you students who are less than 18 years old, please acquire parental consent.

10. Collect a list of student contact information and share with all students.

11. Perhaps, administer a reflection activity prior to the first visit. Consult the CBL program for assistance with preparing the activity.

I. Course Design

From: Heffernan, K. (2001). Fundamentals of Service-Learning Course

The CBL program director will provide guidance on course design. CBL courses will:

- Include service as an expressed goal.
- Clearly describe how the service experience will be measured and what will be measured.
- Describe the nature of the service placement and/or project.
- Specify the roles and responsibilities of students in the placement and/or service project, (e.g., transportation, time requirements, community contacts, etc).
- Define the need(s) the service placement meets.
- Specify how students will be expected to demonstrate what they have learned in the placement/project (journal, papers, presentations).
- Present course assignments that link the service placement and the course content.
- Include a description of the reflective process.
- Include a description of the expectations for the public dissemination of students' work.

AUC Criteria for CBL Courses

- Clear connection between service and academic outcomes:
  The community involvement must be clearly defined, capable of being accomplished within the time frame of the course, and must enhance learning in relation to specific course objectives.

- Adequate community exposure:
  The level of student commitment is quantified in order to make community involvement an integral part of the course for every student. A minimum of 15 hours of community exposure over the semester is suggested.

- Community voice:
  Course design should reflect the involvement of the community organization as a partner in the planning and evaluation of student engagement. Partner organizations suggest meaningful activities that students can realistically accomplish, as well as provide feedback on student participation and on the overall relationship between AUC and the community.

- Articulated student reflection:
  Reflection activities – presentations, essays, blogs, journals, etc – are integrated into the course and require students to synthesize what they are learning in the field with what they learn in the classroom and library, and set targets for learning transfer.

- Evaluation:

Students are assessed for achieving the learning outcomes of the course, as reflected in the course written and oral assignments and reflections. The community-evaluated student service may constitute part of the grade. Faculty members are assisted in developing assessment tools by the Center for Learning and Teaching in collaboration with the Gerhart Center.

J. Risk Management

From: National Service Learning Clearinghouse

Risk includes the potential for physical or psychological harm. To avoid health and legal liability, risk management procedures need to be considered before starting any service-learning experience. If all participants are adequately informed and oriented, the risk management process will only serve to strengthen community-campus partnerships by furthering mutual trust and understanding.

Conduct a thorough review of potential risks before embarking upon the service-learning experience. Discuss your questions and concerns with your community agency partners and campus colleagues. This assessment might include such questions as:

- *What are the potential risks to service-learners of having contact with agency clients?*

- *What are the potential risks to service-learners of traveling to and from their homes, the campus and the agency?*

- *What are the potential risks to agency staff and clients of having student service-learners on-site, and how might they be minimized?*

- *How is confidentiality of students, agency staff, and clients assured?*

The Components of a Risk Management Program

Site Visits*:* Visit with your community partner and talk through the questions posed above. Meet with your community partners after the service-learning experience has ended, to "debrief"" about the experience from the risk management and liability standpoints - what would you do differently next time?

Supervision*:* Having adequate supervision on-site and in the community - whether an agency staff member, volunteer, campus faculty or campus staff - will help to create a safe environment for service-learning.

Orientation*:* Risk management and liability issues should be covered in your project's orientation for participating students. When orienting students, provide a summary handout with check-lists, appropriate forms, and emergency contact information.

Communication: Open, frequent and clear lines of communication are key to reducing risks in service-learning. Frequent communication with your community partners should help to identify any issues or concerns and to address them early in the process.

K. Community-Based Learning Ethics

From: Ender, SC & Newton, FB, Students Helping Students. San Francisco: Jossey-Bass, 2000.

- Entrance into community: It is important for those working with the community to have knowledge of that community. This preparation will decrease the possibility of inappropriate behavior while working with the community. Establishing trust at the beginning with the agency and the community will lead to a more enriching experience.

- Exit of community: Community exit should bring a sense of successful completion. The community should be prepared for the exit, with no unfinished or messy work left behind. The service delivered should be sustainable, with the community empowered to continue the work, or continue to make use of the service.

- Involvement of community in planning and decision-making: Community-based learning can be described as a two way street – where the students serve the community, but at the same time learn from the community. Members of the community are aware of the issues that should be addressed and therefore, play an important role in planning and decision-making.

- Responsibility: Commitment to service, integrity, punctuality, respect.

- Appropriate dress and behavior: those working in the community should dress modestly. The agency or community partner may clarify particular dress expectations that are culture-sensitive. In addition, students should wear appropriate dress when working on improvement or beautification projects.

- Empowering community for sustainability: This is achieved by involving the community in planning and decision-making.

- Flexibility: constant communication with community and flexibility in providing service.

- Commitment to agency protocols, expectations, trainings: those working with the agency or community partner should be aware of and abide by the protocols, expectations and trainings in place.

- Confidentiality: interactions with community members and any personal information gathered should not be shared with anyone unless there is permission to do so. This protects the individual's privacy and promotes a level of trust.

2. COMMUNITY PARTNERS

A. Index

All community partner's contact names and information are listed on the CBL website at:
http://www3.aucegypt.edu/CBL-NGO/usersearch.aspx

Alwan wa Awtar
Works to develop children in Masaken El Zelzaal through art and music

Tawasol
Focuses on human capacity building in Establ Antar

Sohbet Khair
Focuses on poverty reduction in Ezbet Khairalla

Amaan
Advocates policy change in orphanages

Alashanek ya Baladi
Supports community development in Ein El Sira

Fathet Kheir
Offers Micro-credit in Masaken El Zelzaal

Markaz
Supports fair-trade and preservation of cultural arts and artisanship

Inklusion
Promotes diversity as a resource

Coalition for Organ-Failure Solutions (COFS)
Raises awareness on and supports (potential) organ donors

Nama'a
Provides education on sustainable development

Resala
Creates diverse volunteer opportunities for youth

Africa and Middle East Refugee Association (AMERA)
Provides legal assistance to refugees

St. Andrew's Refugee Services
Offers literacy and awareness-raising classes to refugees

Let's Make a Book
Develops creative and critical thinking abilities of children and youth

Friends of the Environment and Development Association (FEDA)
Focuses on urban development and capacity building in Gamaliyya

Wadi Environmental Science Center (WESC)
Offers opportunities for science learning and sustainable development

Consumer Protection Agency (CPA)
Functions as a watchdog on the market and raises awareness on consumer rights and options

Development No Borders
Targets young people for charity, educational and social activities

Youth and Development Consultancy Institute
builds the capacity of governmental and non-governmental youth-serving organizations

The Egyptian Organization for Environment and Community Service
Works with public schools to support language teaching and character building

Nahdet El Mahrousa
Engages young people in all aspects of development and incubates youth projects

B. Placement criteria

From Principles of Service-Learning Practice in PRAXIS I: A Faculty Casebook on Community Service-Learning by Jeffery Howard.

The range of service placements should to be circumscribed by the content of the course. Furthermore, the duration of the service must be sufficient to enable the fulfillment of learning goals.

Three guidelines regarding the setting of placement criteria:
1.) First, responsibility for insuring that placement criteria are established that will enable the best student learning rests with the faculty, with the assistance of the CBL program.

2.) The learning goals established for the course will be helpful in informing the placement criteria.

3.) Faculty who utilize the CBL Office on campus to assist with identifying criteria-satisfying community agencies will reduce their start-up labor costs.

3. COMMUNITY-BASED LEARNING ASSESSMENT

A. Institutional Outcomes

CBL courses enhance AUC's institutional learning outcomes:

- Communication skills
    - (audience sensitivity, multimodality, knowledge creation, interdisciplinary synthesis)

- Higher cognitive skills
    - (creative problem-solving, critical evaluation)

- Life-long learning
    - (career preparation, interpersonal, group work)

- Global perspective
    - (personal/social development, authentic cultural context)

- Virtues
    - (service and work values, ethical development)

- Leadership skills
    - (team work)

Community-Based Learning Capstones Courses

At the 300 and 400-level, CBL courses count towards capstone. Capstone courses are a culmination of learning, demonstrating thorough knowledge of disciplinary content, as well as the higher thinking skills of analysis, synthesis, application and evaluation. CBL Capstones need Gerhart Center approval to acquire a designation in the course catalog and student transcripts, marked by *CBL*. The CBL Program Director can provide guidance on course development.

B. Student Learning and Experience

Student learning may be assessed directly or indirectly:
Direct assessment
Quizzes, research papers, presentations, reflection tasks, classroom assessment techniques, portfolios.

Indirect assessment
Pre, mid and post-surveys of student perceptions and attitudes. Small group instructional diagnosis.

The Center for Learning and Teaching will assist in the design of assessment tools, administration and analysis of surveys, conducting of small group instructional diagnosis sessions, as well as the creation of online reflection blogs. * Sample assessment surveys are appended.

C. Student Service

Student service is often evaluated by members of the community, by peers, or through reflection. A sample survey for community evaluation of student work is appended, and reflection exercises are outlined in the section below.

D. The Role of Reflection

From: David Kolb's Experiential Learning Cycle:
Through reflection, students
- articulate learning outcomes.
- analyze concepts, evaluate experiences, and form opinions.
- derive new meaning and new knowledge.
- set goals for the transfer of learning.
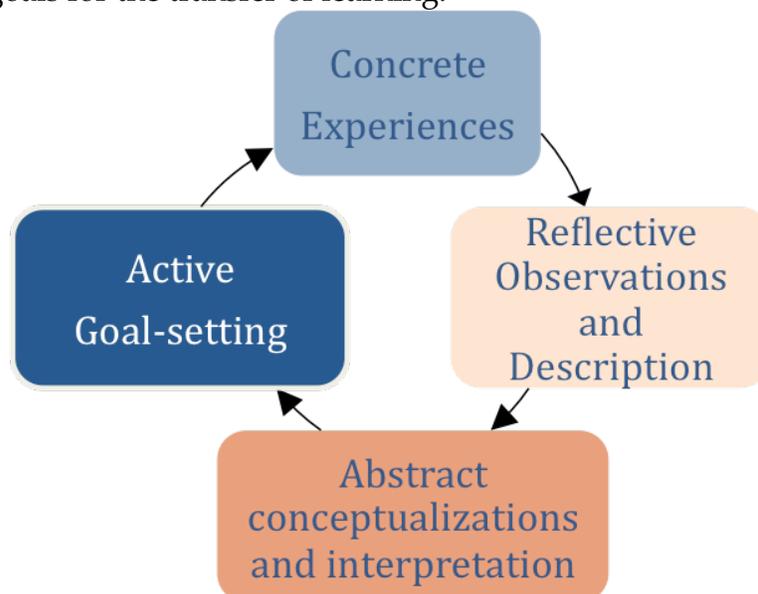
Some examples of reflection activities include:

From: Julie Hatcher and Robert Bringle's "Reflection Activities for the College Classroom" (1996, Indiana University-Purdue University at Indianapolis)

1. **Class Discussions (Structured):** This is a technique where faculty create questions to guide group discussion in the classroom. Use structured reflection sessions during regular class time and throughout the course, if all students are involved in service, or modify class discussions if some students are not in service. Students can learn about the diversity of services and populations, see connections between different populations and agencies, collectively share successes and problem-solve challenges at their sites, and learn about societal patterns.

2. **Photo Essay:** This is an alternative approach to reflection, which allows students to use their figurative and literal "lenses" to view their service experience and how it relates to the classroom. This is a good final project/presentation technique. Students use photographs to reflect on their service experience and can weave a main theme or concept learned in class to actual photo documents. These projects are also excellent ones to share with the campus community, the service sites, for year-end celebrations, or college and other local publications.

3. **Group Exercises:** Faculty can use group exercises throughout their courses, and can create their own variations in order to draw out from students the cognitive and emotional reactions to course content and the service experience. Below is just one example.

   Values Continuum - Faculty can use this exercise to assist students in clarifying their values and exploring the knowledge base for student opinions. This exercise can be used anytime during the course. Name each corner of the classroom as follows: Strongly Disagree, Disagree, Agree, and Strongly Agree. Name the middle of the room as Neutral. Instruct students to go to the place in the room for which they most identify after you read certain statements. Faculty can create questions based on classroom content and/or the service experience. For example, faculty may say, "I believe that individual rights are more important than the rights of the larger community," or "I believe that service to a community is the responsibility of all citizens," or "I believe our government has the responsibility to solve world problems." Once students have gone to their respective places, allow time for students to discuss with other group members their reasons for standing where they are. Have each group report back their reasons for why they believe what they do, and then allow others to "switch" to a different group if they have changed their minds. Continue discussion, and then repeat the process for as long as time allows.

4. **Email Discussion Groups:** Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. This dialogue can be ongoing (weekly) or directed at certain times throughout the course. Students write summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about group learning that occurred from the service experience. Students are able to connect with other students about issues at their sites, help each other solve problems, identify patterns in their service learning, and have open discussions about societal issues. Faculty may not want to grade content from these discussion groups, but provide incentives for all students to participate.

5. **Experiential Research Paper:** An experiential research paper, based on Kolb's experiential learning cycle, is a formal paper that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, faculty ask students to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in interdisciplinary courses and provides students flexibility within their disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work.

4. CBL INSTITUTIONAL PLAN

A. Indicators of an Engaged Campus

From: Holland, B. (Fall 1997). Analyzing institutional commitment to service: A model of key organizational factors [Electronic Version] *Michigan Journal of Community Service Learning*, 30-41.

Level Four Full Integration	Level Three High Relevance	Level Two Medium Relevance	Level One Low Relevance	
Service is a central and defining characteristic	Service is an element of our academic agenda	Service is part of what we do as citizens	No mention or undefined rhetorical reference	**Mission**
Community based research and teaching are key criteria for hiring and rewards	Formal guidelines for documenting and rewarding community service/service-learning	Community service mentioned; may count in certain cases	Service to campus committees or to discipline	**Promotion, Tenure, Hiring**
Flexible unit(s) support; widespread faculty and student participation	Centers and institutes are organized to provide service	Units may exist to foster volunteerism	None that are focused on service or volunteerism	**Organization Structure**
Service-learning courses integrated in curriculum; student involvement in community based research	Opportunity for extra credit, internships, practicum experiences	Organized support for volunteer work	Part of extracurricular student activities	**Student Involvement**
Community research and service-learning a high priority; interdisciplinary and collaborative work	Tenured/senior faculty pursue community-based research; some teach service-learning courses	Pro bono consulting; community volunteerism	Campus duties; committees; disciplinary focus	**Faculty Involvement**
Community involved in designing, conducting and evaluating research and service-learning	Community influences campus through active partnership or part-time teaching	Community representation on advisory boards for departments or schools	Random or limited individual or group involvement	**Community Involvement**
Community connection as central element; fundraising has community service as a focus	Emphasis on economic impact, links between community and campus centers/institutes	Stories of student volunteerism or alumni as good citizens	Not an emphasis	**Campus Publications**

B. Funding Opportunities for Faculty

Gerhart Center Support

The Gerhart Center has established a new Fund for Civic Engagement, and welcomes faculty grant proposals. All full-time and part-time faculty are eligible to apply. Proposal applications and reporting guidelines are described in the Grants manual, and are made possible by the generous funding of Gerhart Center sponsors.

Gerhart Center grants include the following (please refer to the Grants manual for more detail):

A. Civic Engagement Research Grant

Civic Engagement Research Grants support applicants conducting research on a topic related to citizenship, philanthropy, community engagement, youth leadership and civic engagement, social responsibility, community-building, or another area that promises to enrich knowledge of, and interaction with, the larger community. The research may be for purposes of publication, or in the service of nonprofit organizations.

B. CBL Course Development Grant

The CBL Course Development Grant is intended to encourage the integration of community-based learning across the disciplines. The grants are expected to (1) increase the number of CBL course offerings in the catalog (2) increase student enrollment and interest in courses with community-based learning components (3) encourage exchange of knowledge and resources on CBL (4) build the capacity of community partners.

C. CBL Mini Grant

Mini-grants will be available to support community-based learning class-generated projects in any discipline. Community-based service learning is a teaching methodology that partners with community for reciprocal benefits – the advancement of student academic learning skills, personal growth and civic responsibility, and the empowerment and strengthening of communities. CBL Mini grant funds may cover:
- Copying, print services and photography, directly related to service project
- Materials and resources for community-based learning project (e.g. trash bags, paper, art supplies)
- Building relations with community-partners and hospitality costs
- Community-student celebration or recognition. This may include items such as T-shirts, certificates, plaques

A CBL Student Assistance component of the mini-grant is available only to those faculty members who do not have access to Teaching Assistants.

Departmental Support
The various departments in the disciplines will fund transport costs as part of their field trip budget.

C. Publications

Active Learning in Higher Education
Active Learning in Higher Education is published three times per year by the Institute for Learning and Teaching in Higher Education. This international journal focuses on all aspects of developments, innovations, and good practice in higher education teaching and learning worldwide. The journal includes accounts of research by those active in the field of learning and teaching in higher education, and overviews of topics, accounts of action research, outputs from subject-specific project teams, case studies, and theoretical perspectives.

Citizenship Studies
Citizenship Studies publishes internationally recognized scholarly work on contemporary issues in citizenship, human rights, and democratic processes from an interdisciplinary perspective covering the fields of politics, sociology, history, and cultural studies. It seeks to lead an international debate on the academic analysis of citizenship, and also aims to cross the division between internal and academic and external public debates.

Community Development Journal
Community Development Journal provides an international forum for political, economic, and social programs, which link the activities of people with institutions and government. Dealing with the theory and practice of the policies, programs and methods employed, the Community Development Journal covers a wide range of topics including community action, village, town, and regional planning, community studies, and rural development.

Community, Work & Family
Community, Work & Family draws together interdisciplinary links with a focus on theory, research, policy, and practice. The Journal is an essential resource for social scientists, including: psychologists, sociologists, anthropologists, economists, social, community and health workers, human resource professionals, managers and public policy makers, as well as those at the receiving end of professional services and public and organizational policies. Material published in the journal is relevant for research and teaching on a wide range of academic and professional courses, and the development of policy and practice.

Human Organization
Human Organization publishes articles dealing with all areas of applied social science, including case studies, comparative studies, theoretical essays, and articles describing new methods.

International Journal of Teaching and Learning in Higher Education
International Journal of Teaching and Learning in Higher Education provides a forum for the dissemination of knowledge focused on the improvement of higher education across all content areas and delivery domains. The audience of the IJTLHE includes higher education faculty, staff, administrators, researchers, and students who are interested in improving post-secondary instruction.

Inventio
Inventio is a project of the Division of Instructional and Technology Support Services (DoIT) at George Mason University. It features peer-reviewed articles on instructional research, instructional philosophy, pedagogy, learning theory, and other significant issues related to excellence in learning and teaching. In addition to these feature articles, inventio also includes shorter articles on classroom practice and response and dialog sections about issues raised in the feature articles.

Journal for Civic Engagement
Journal for Civic Engagement is dedicated to growing and strengthening the discussion around service-learning, which connects the academic curriculum to service and civic engagement in communities, both locally and globally. The Journal offers research and theories, strategies, and tips and techniques.

Sample Electronic Resources

101 Ideas for Combining Learning and Service
http://www.fiu.edu/~time4chg/Library/ideas.html

At A Glance: What We Know about The Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition
http://servicelearning.org/filemanager/download/aag.pdf

Lowell Bennion Community Service Center, University of Utah
Service-Learning DVD
http://www.bennioncenter.org

Reflection bibliography
http://www.servicelearning.org/instant_info/bibs/cb_bibs/reflection/

Service Reflection Toolkit Northwest Service Academy
http://www.studentsinservicetoamerica.org/tools_resources/docs/nwtoolkit.pdf

SL A-Z topics
http://www.servicelearning.org/instant_info/a-z_topics/index.php

The advanced toolkit – campus compact
http://www.compact.org/advancedtoolkit/faculty.html

Please send revisions of this Faculty Manual to: cbl@aucegypt.edu

Appendix A

AUC CBL Survey

Student Background

ID: _____   Major: _____   Minor: _____

Standing: □ Freshman □ Sophomore □ Junior □ Senior □ Auditor □ Other _____

High school degree:

□ Thanaweyya Amma Sci   □ Thanaweyya Amma Arts   □ British (GCSE/IGCSE)

□ American Diploma □ IB   □ German Abitur   □ French Bac   □ Other: _____

Please tell us about previous extra-curricular experiences you may have:

Category of Activity	Name of particular organization (e.g. CIMUN, Roteract, Caritas)	Role (e.g. fundraiser; volunteer; president)	Time spent (e.g. semester; month)
Conferences (e.g. MAL, ISLC)			
AUC Social development clubs (e.g. ACT, VIA)			
Other student activities (e.g. SU, Math club)			
NGOs (e.g. Resala, Caritas)			
School activity			
With family or friends			
Other			

General Questions for All Courses

(Please check Strongly Agree, Agree, Disagree or Strongly Disagree)

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
I know that I can make a positive difference in the lives of others				
I know how to communicate my ideas in a situation that is new to me				
I know how to communicate my ideas with individuals from different socio-economic groups				
I have a responsibility to help those individuals who are less fortunate than me				
I have a good understanding of the needs in the community where I am going to provide services				
I know how to become involved in helping others who are less fortunate than me				
I am confident that I can help individuals in need				
I will act to work for long term social change in society				
I have a good understanding of the social justice issues in the community where I am going to provide services				
It is my religious duty to give back to society				
It is my civic duty (as a citizen) to give back to society				

About this Course

Having done community-based learning in this course, I feel:

    a. Disappointed
    b. Anxious
    c. Excited
    d. Indifferent

Comments:

Appendix B
Community Agency Evaluation of Student Group

Student's Name _____ Date _____

Evaluator _____ Agency _____

Please rate the student group working with you on each of the characteristics or performances by checking each item in the appropriate column. Written space is provided at the end of the evaluation for comments or additional items.

		Excellent	Good	Average	Below Average	Can't Rate
1	**Promptness:** Has been at your agency site on time.					
2	**Attendance:** Has been at your agency site when expected.					
3	**Reliability:** Has fulfilled the responsibilities as asked to perform.					
4	**Preparedness:** Has been prepared to perform assigned tasks and duties.					
5	**Attitude:** Has positive attitude toward assignments.					
6	**Quality of Work:** In general, the quality of the work has been:					
7	**Independent Performance:** Worked independently.					
8	**Supervised Performance:** Worked well with the support of your supervision.					
9	**Desire to Learn:** Has sought opportunity to learn new skills and abilities.					
10	**Ability to Work with Other Staff:** Generally, has positive relations with other staff members.					
11	**Ability to Work with clients:** (youth, customers, residents, etc.) In general relations with site clients have been positive.					
12	**Ability to Accept Constructive Suggestions:** Has carefully considered constructive suggestions and adopted them when appropriate.					
13	**Followed Agency Rules:** Has followed agency rules, regulations, and procedures.					
14	**Overall Performance:** Overall performance rating.					

Comments:

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Strengths:

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Suggestions for Improvement:

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_____   _____

Supervisor's Signature   Date

Agency Name and Address

_____
_____

Student's Signature (optional) _____

Adapted from Michigan State University

Appendix C
Sample Rubrics for Assessing Reflection Essay

Objectives:
- assess own perceptions and evolving attitudes
- articulate learning outcomes and connect to experience
- draw generalizations on significance of experience
- set goals for the transfer of knowledge, skills and values
- demonstrate critical thinking and meta-cognitive analysis

Outcomes	Outstanding	Acceptable	Marginal	In-progress
Content - reflects on the stages of the experiential learning cycle				
Description	5	4	3	2-0
• provides a clear, factual description of experience • expands ideas and provides detail to create a mental image • explains abstract concepts accurately • provides context and explains concepts clearly to an uninformed reader • selects significant experiences and remains focused on central point				
Interpretation	5	4	3	2-0
• moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, community, and/or course concepts • identifies connections between the experience and material from the course learning, other courses; past experience; and/or personal goals • draws logical conclusions, provides reasons, explains assumptions, and analyzes complexity of issue • considers alternative points of view or thinks about how someone else might have interpreted the situation				
Goal-setting	5	4	3	2-0
• questions own biases, stereotypes, preconceptions, and/or assumptions and defines new modes of thinking as a result • sets a plan of action for the transfer (or not) of learning outcomes				
Language				
	5	4	3	2-0
• demonstrates accurate grammar and mechanics • uses accurate and expressive word choice • employs effective strategies to eliminate wordiness				
Format				
	5	4	3	2-0
• demonstrates effective page formatting and utilization of white space • provides complete personal details (name, ID, class, assignment, date)				

Adapted from Steven Jones, Coordinator, Office of Service Learning, IUPUI