

Community-Based Learning

Creating local and durable partnerships for community-based learning

Marjan Halsberghe (social-educational care work) & Sarah van Hoof (social work)



ARTESIS PLANTIJN
HOGESCHOOL ANTWERPEN



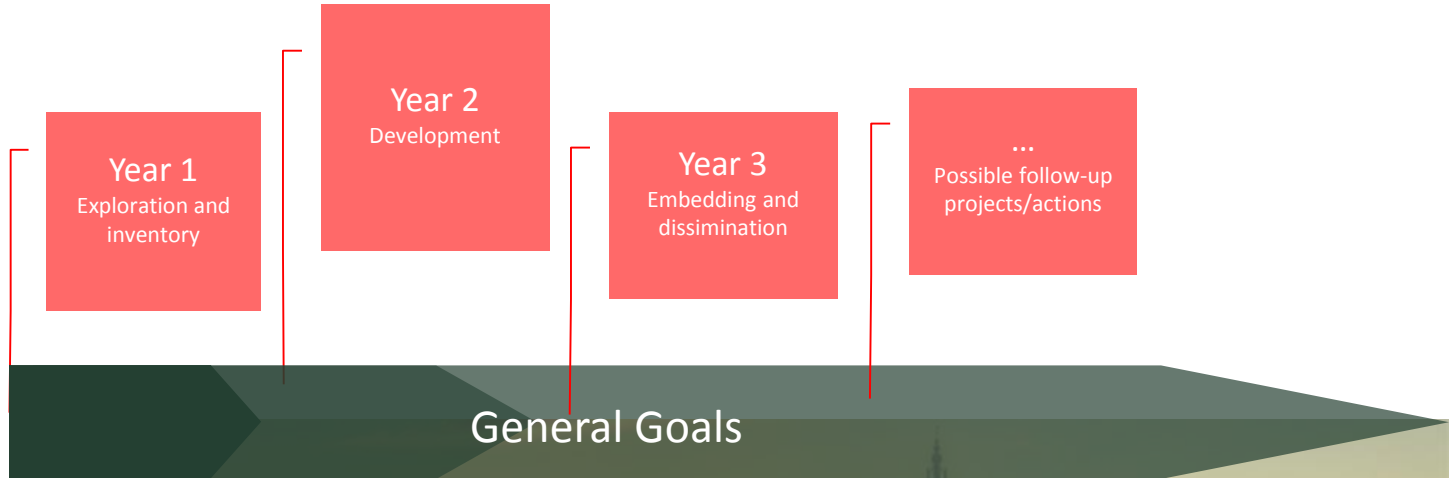
Motivation

- Identity study programs Social Educational Care Work and Social Work
 - Welfare programs: more difficult to simulate real-life contexts
 - Diversity of work domains
- Collaboration limited to guest lectures, internships,...
- Principle of reciprocity
 - Neighbourhood is a stakeholder in higher education, AP University College is a stakeholder in neighbourhood

*If all students are to succeed, we must pay much more attention to **community-based learning** as a strategy for engaging and motivating students and for strengthening the relationship between schools and communities. (Melaville, Berg & Blank, 2006, p.iii)*



Timing



Projectgoals and timing

Year 1: Exploration and inventory

- Survey/focus groups: students, colleagues and work field
 - Perception work/study environment and infrastructure
 - Current partnerships
 - Needs and wishes partnerships/collaboration
- Kick-off with lecturers and work field organisations
 - Informal setting to get to know each other
 - Mixed discussion groups: campus as public space, volunteer work, training, work placement, projects, practice-based research
- Conclusion: we know too little about each other → missed opportunities!



Projectgoals and timing

Year 1: Exploration and inventory

Invest in networking!!

- Communication: news letter, organogram (contact information of key figures in study programs), overview of activities – work field and AP University college), calls,...
- Participation in (local) network meetings



Project goals and timing

Year 2: development

- Follow-up of CBL activities
- Involve other study programs of Health and Welfare, and Education and Training
- Consolidate partnerships by founding “Gemeensch**AP** 2060”
 - Collaboration with Social Cultural Centre “Oude Badhuis” and “Education Network 2060”
 - Themes: Health, Leisure Time and Language



Project goals and timing

Year 3: embedding and dissemination

- Found **Communities of Practice (CoP)**
- Explore intermediary function
 - Communication and network between neighbourhood organizations and study programs
- Disseminate to other study programs, work field,...



Communities of Practice

A Community of Practice (CoP) is a **group of people who share a common interest or share a passion**. It is a meeting place where professionals share analyses, inform and advise each other and develop new practices. **It is not known in advance where you will end up**. **Building on existing knowledge and applying it to their own specific situation** in order to pass on the knowledge thus created to a larger circle. This includes individual skills. Through the free exchange of knowledge, insights and experiences, the professional learns and develops together with others new ways to deal with problems and challenges.

A CoP therefore offers an **open and experimental learning environment**. What binds participants to a CoP is a **common urgency, a shared issue and the need and ambition to solve it**. You are all working together to create a solution to a problem. Learning and developing together in a CoP is a means to an end to work smarter, faster, cheaper and better. What unites people is the **love and pride for the profession** that goes with it. In this they recognise and acknowledge each other.



Challenges

- Activate partners
- Encourage colleagues to engage
- Sustain network and keep it up-to-date
- Change mind set



Question

- Do you recognize these challenges?
- How did you overcome them?



Framework of requirements

	Identification	Coordination	Reflection	Transformation
Voluntary	<ul style="list-style-type: none"> Start with a small committed group 	<ul style="list-style-type: none"> Define engagement 	<ul style="list-style-type: none"> Voluntary, not open-ended 	<ul style="list-style-type: none"> Change mind set
Equality	<ul style="list-style-type: none"> Define expertise Express return on investment 	<ul style="list-style-type: none"> Balanced allocation of tasks and roles Everyone contributes Student is a full-fledged partner 	<ul style="list-style-type: none"> Acknowledge interdependence 	<ul style="list-style-type: none"> Common language Shared value frame Strive towards self-management
Accessibility	<ul style="list-style-type: none"> Invest in trusting each other 	<ul style="list-style-type: none"> Accessible communication Accessibility organization Flexibility 	<ul style="list-style-type: none"> Perception of your organization? 	<ul style="list-style-type: none"> Fluid collaborations
Goal orientation	<ul style="list-style-type: none"> Determine a common goal Identify opposite interests 	<ul style="list-style-type: none"> Keep track of the original goals 	<ul style="list-style-type: none"> Evaluate goals and dare to question them 	<ul style="list-style-type: none"> Top-down support

Sources

Akkerman, S.F. & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of educational research* (81), 132-169.

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