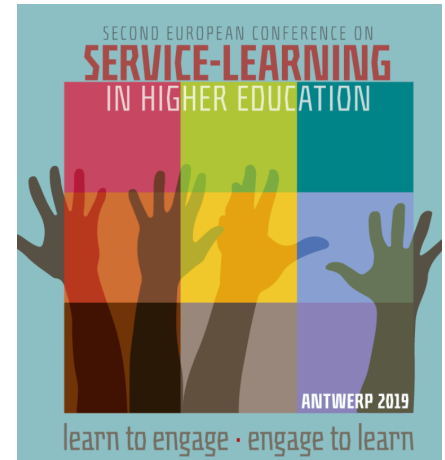
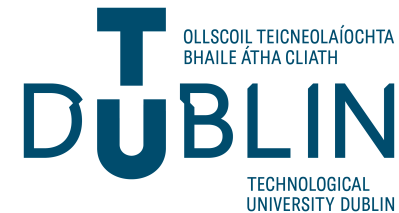


Community-Engaged Learning: how to embed community engagement into a University



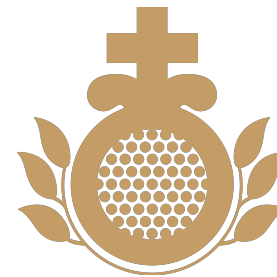
Catherine Lynch TU Dublin

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Sarah Gavra Boland

St John of God, Liffey Services



Saint John of God
Liffey Services

Introduction

Case Study

TU Dublin and SJOG

co-design

accessible apps

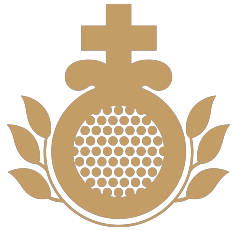


Case Study

<https://www.youtube.com/watch?v=ST9azUilEfc&t=4s>



Analysis - Motivation Factors



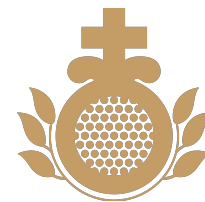
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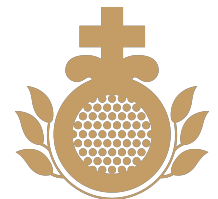
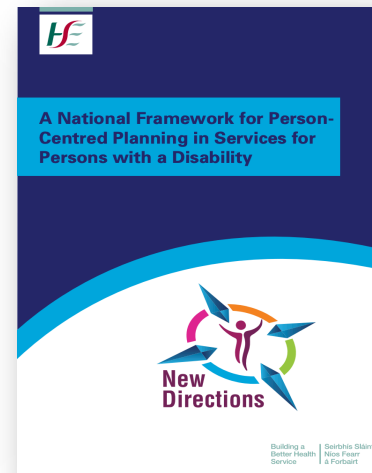
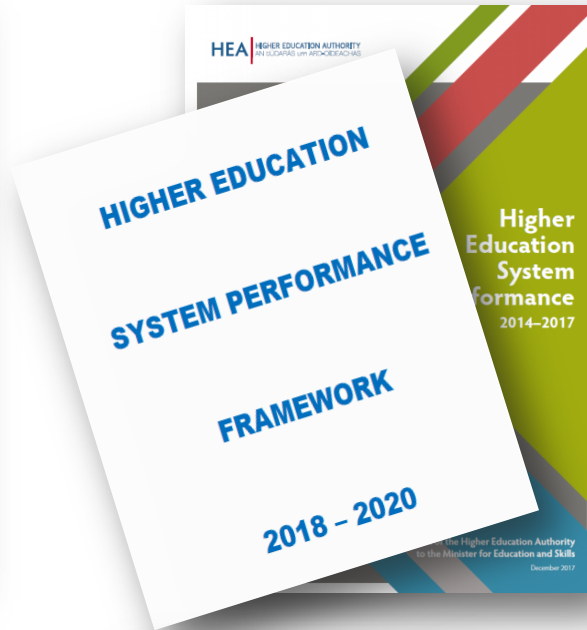
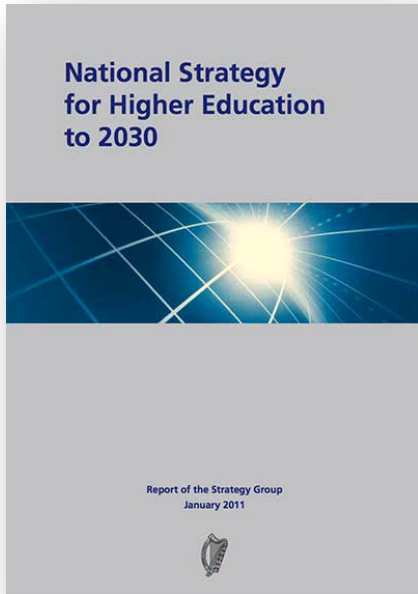
- Opportunity to engage University life.
- Co-designers increased their
 - confidence,
 - transferable social skills
 - design thinking skills
 - digital skills and support tools to support independence.
- Fulfil government directives
- Enable the move from a medical model of support to a social model.
- Better community engagement
- Graduate attributes
- Real world challenges, real world experience
- Relevant research
- Policy objectives – national and institutional
- University role and responsibility.

Collaboration enablers

- **Desire to learn** with others from different backgrounds and knowledge.
- **'Win-win'** and mutual learning was a crucial goal
- The co-design project had an **innovative and effective support structure** - a cross-partner steering committee
- Any challenges were thought through **collectively**.
- **Letters of Comfort** (working out the project plans and responsibilities)



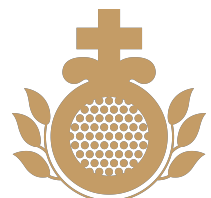
Policy context.



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Governance

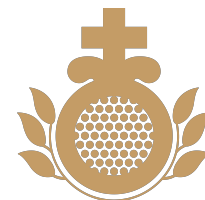
- Community engagement requires universities “to be internally adaptive in order to be externally responsive” (Higher Education Authority (HEA) 2011, p.78). This requires:
 - Strong institutional leadership
 - Change in the culture and internal processes
 - Recognition of the importance of engagement activities in resource allocations
- At the project level, a cross-partner steering committee could be a good idea for any large-scale/longer terms projects
- Written agreements between the various parties can provide reassurance, and help to manage risk, given the importance of the projects to all stakeholders



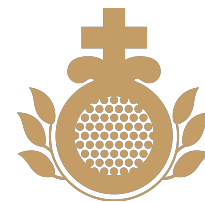
Support structures for partnership

Categories of engagement a TU can support include:

- co-designing a sustainable programme of **volunteering** for university students and staff to participate in
- supporting staff **exchange** between sectors
- developing **curriculum**-based co-design projects
- co-designing and **delivering modules** or programmes of study relevant to both community organisation staff and/or participants and university staff and/or students.



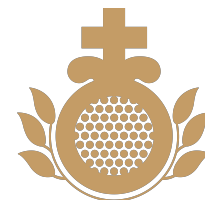
- A University needs to **value** civic engagement. It can demonstrate this through formal recognition of all civic engagement stakeholders
- **Collaboration** across the education sector (higher and further education) to support and recognise learning for all participants in knowledge-focused collaborations
- Higher education **policy** and frameworks that supports education institutions to recognise learning/accreditation across a range of levels.



Addressing key challenges to collaboration

- One of the major challenges of collaboration between universities and community organisations is **managing expectations** on all sides - encouraging all stakeholders to 'dream big', but to plan with reality in mind
- The fact that students are only learning the skills necessary to complete the work, as well as that all participants are on a **learning curve** in any new project.
 - Preparation, communication, empathy, respect, vision and realism are all key to successful projects.

- Real constraints include available time, lack of budget.
- Funding can be an even bigger challenge for the community sector. Collaborative projects like the case study demonstrate positive impact for both the support staff and service users.
 - Technological University could engage in policy and advocacy work alongside community organisation partners, to encourage national and international funders to support the community dimension of community-university collaboration.



Conclusion

- Civic engagement allows a Technological University to effectively address real-life challenges, in collaboration with community partners, through cross-sectoral and cross-disciplinary projects.
- Mutual learning and mutual benefit are key, building capacity across sectors to address real-life challenges.
- TU needs robust governance processes that are clear, collaboratively steered, and focused on mutual benefits
- Well managed civic engagement offers recognition and upskilling opportunities for all participants, supportive lifelong learning and widening participation initiatives and accreditation.
- Technological University should include an advocacy role in its civic engagement.

Over to you...

- What are the key enablers and challenges for a community partner in a collaboration with TUDublin?
- Why were SJOG motivated to engage with the University?
- What was the experience of SJOG in the Students Learning with Communities Project?
- How did the community partner support the engagement?
- What did we do to support the project?
- What strikes us in your account already for that helps give direction for TU Dublin?
- Communication is a key component to support students working with communities. What tools or resources could be used to ensure effective communication for all stakeholders?
- What foundation agreements are required for a good partnership to be fruitful?

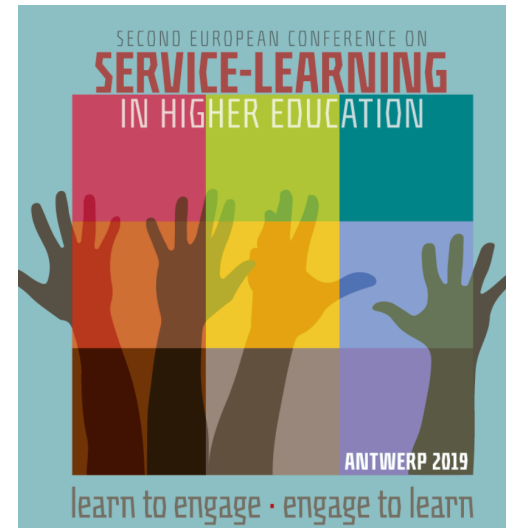
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Acknowledgments

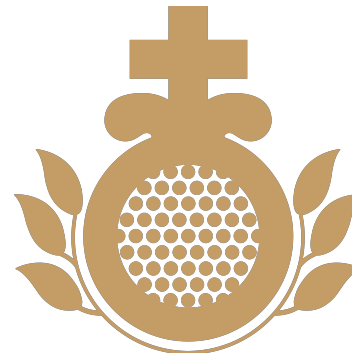
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(previously with St John of God Community Services)

- Thank you
- Q&A



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