

What do we consider general criteria for engaged learning experiences?

Engaged-Learning:

1. Is an educational strategy in which course objectives are learned by working on **projects with a community partner**.
2. Is a type of education that put **classroom skills and knowledge into practice** while serving your community.
3. **Combines civic involvement with academic coursework** in a way that benefits both the student and the community.
4. Provides an arena where students **work in a professional capacity with community members, their peers and the instructor of their course**.¹

Additional definitions² of Engaged Learning:

1. Engagement with the learning process is similar to *active learning*.
2. Engagement with the object of study is similar to *experiential learning*.
 - a. Engagement with contexts generally is similar to *multidisciplinary learning*.
3. Engagement with social and civic contexts is similar to *service learning*

UNC Definitions

UNC's engaged curriculum is *bringing education to life*. This means that students and faculty apply academic and disciplinary knowledge, develop innovative and collaborative expertise, and build social and cultural competencies through rigorous community-based learning and research that analyzes issues or solves problems with communities locally and globally.

UNC's Engaged Student Learning Outcomes

(see handout, available at <http://www.unco.edu/cce/docs/Guiding%20Principles.pdf>)

Types of Engaged Learning³

Community Engaged Learning

Engaged learning activities connect students with people and or the environment in community-based contexts as part of the course work. Students apply, connect, learn and expand upon course content through these experiences. Engaged learning typically involves collaboration with peers, community partners and faculty.

Community-Based Research

Community-based Research (CBR) or Participatory Action Research (PAR) involves students, faculty, and community partners working collaboratively to undertake research and action that address a community issue or that seek social change.

Advocacy Experience

As an engaged learning experience, advocacy projects focus student learning on the application of content, theories and critical thinking in ways that propose social change, make recommendations to an external audience or advocate for a particular cause.

Indirect Experience

Indirect experiences involve students' working behind the scenes in relation to a given community-based issue. They are easier to organize and students do not usually interact with the community, although their actions relate to a community. Indirect service projects are generally done by a group.

¹ <http://www.umpi.edu/academics/engaged-learning/definition>

² Source: Stephen Bowen, AACU

<https://www.aacu.org/publications-research/periodicals/engaged-learning-are-we-all-same-page>

³ Adapted from CSU with permission <http://tilt.colostate.edu/sl/faculty/types.cfm>



UNC | Office of Engagement



Codes & Descriptions* available in Digital Measures

Engaged Scholarship in Teaching and Learning

Faculty scholarship (RSCW) associated with their teaching and learning and curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)

Professional activity/RSCW in this category includes that which faculty have produced in connection with their service learning or community-based courses. This includes scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the description.

Engaged Community Scholarship

Faculty scholarship (RSCW) associated with their community engagement and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Professional activity/RSCW in this category includes but is not limited to research studies of partnerships, documentation of community response to outreach/engagement programs, or other evaluations or studies of impacts and outcomes of partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. that have been disseminated to others through scholarly venues as illustrated in the description.

*Based on Carnegie Framework for Engaged Campus