Community Engagement Based Teaching and Learning

Model Principles

1) Planning
   • Identify community engagement (CE) learning outcomes for the unit.
   • Relate these learning outcomes to students’ life and/or future professional roles (e.g., teachers, social workers, nurses, sport scientists, etc).
   • Make explicit how the scholarship and learning are related to or stem from students’ community engagement.
   • Integrate Catholic perspectives into the learning and engagement.
   • Involve community in planning, implementation, and review of initiatives in a true spirit of mutuality.
   • Be open to the transformative power and creativity that emerge in community engagement based teaching and learning.

2) Teaching
   • Develop or extend students’ understanding of community engagement concepts and approaches through unit content.
   • Show how community engagement based learning allows students to both express the University’s mission and develop the attributes of ACU graduates (intellectual, professional, and committed to serving the common good).
   • Challenge students to develop critical insights through reflection upon their engagement and learning.
   • Provide opportunities for students to choose avenues of community engagement within the CE precincts in order to purposefully learn with, and from the community.

3) Assessment
   • Structure a component of the assessment around the community engagement.
   • Be creative in the forms of assessment used and invite students to identify and reflect upon their transformative learning.
   • Explore avenues for self and peer review as part of assessment.

Anthony Steel and Professor Jude Butcher cfc
Institute for Advancing Community Engagement
July 2008
© Institute for Advancing Community Engagement, Australian Catholic University 2008. All rights reserved.

For further information please contact
Institute for Advancing Community Engagement
Australian Catholic University
Email: iace@acu.edu.au
Web site: www.iace.acu.edu.au