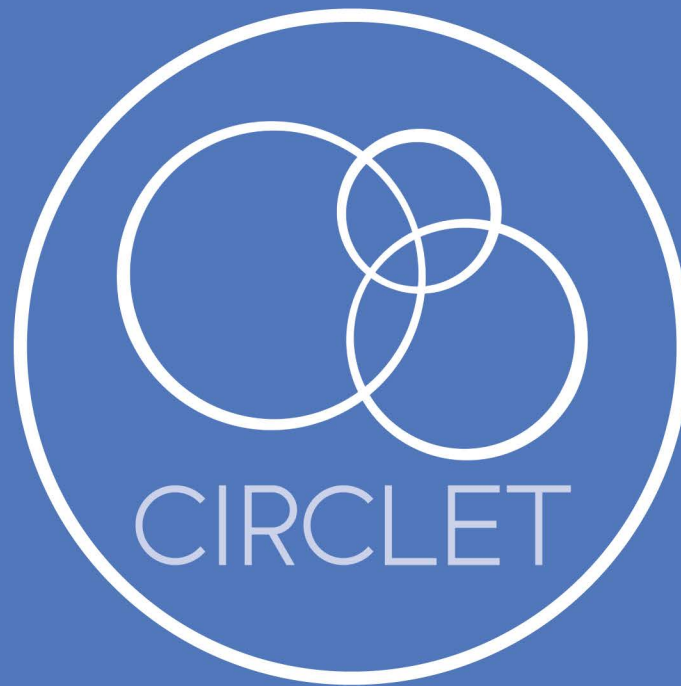




Guide for Facilitators

Learning Circles for Community Engaged Research and Learning

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ABBREVIATIONS

CERL	Community Engaged Research and Learning
CIRCLET	Curriculum Innovation through Research with Communities: Learning circles of Educators and Technology
ILC	International Learning Circle
LC	Learning Circle
SDGs	Sustainable Development Goals



I. BLUEPRINT FOR LEARNING CIRCLES

This facilitators' guide contains rich **resources that readers can use to organize Learning Circles to support lecturers to build community engaged research and learning (CERL) into their teaching.**

In this guide we introduce how consortium partners in the [CIRCLET](#) project designed and facilitated their local **Learning Circles for Community Engaged Research and Learning (CERL)** as well as International Learning Circles across the five partner universities. Learning Circles aim **to support educators to reflect on and reimagine their courses and modules to embed CERL through peer learning and with the contribution of experts, stakeholders.** In this guide we provide resources to support those in higher education who would like to embed community engagement into research and learning. These are designed primarily for Science Shop and community engagement co-ordinators, lecturers, and educational professionals:

- **Science shop and community engagement co-ordinators** because they work with and encourage lecturers to engage with CERL
- **Lecturers** because of the peer learning focus of the Learning Circle, which supports lecturers to reimagine the modules they teach to incorporate CERL
- **Educational professionals** working in higher educational learning centres, because this guide supports capacity-building and skill development for lecturers.

This guide could also be a useful resource for people working in **other roles in education**, including primary or post-primary education, and also for **other stakeholders** (e.g. community partners, community education organisations, educational policy makers, etc.). The contributors to this guide are mostly Science Shop co-ordinators and lecturers in higher education, and we are happy to share our learning as widely as possible, which is why we are collating our practices and experiences here.

In this guide we share our approach to designing the sessions, and how we ran them, **providing detailed workshop plans, featured exercises and activities, reading lists and other resources**, as well as information and reflection prompts to send to participants. We describe how we adapted the collaboratively developed processes to our local contexts, thus revealing interesting variations that others can learn from and build on.

Through this compilation of our work in and with Learning Circles, we would like **to encourage others to establish peer-learning focused, experiential Learning Circles** which create safe spaces for lecturers to explore and develop community engaged research and learning. We think of this guide as a kind of cookbook. When designing your own Learning Circle, you can use it to **select the ingredients that appeal to you, to create your own menu, according to your own taste and local cuisine**, and that of your participants.



1. OUR CIRCLET BACKGROUND

The [CIRCLET](#) project was set up to support academic staff in higher education to embed community engaged research and learning (CERL) in their courses or modules. CIRCLET stands for *Curriculum Innovation through Research with Communities: Learning circles of Educators and Technology*. It is an Erasmus+ funded Strategic Partnership Project. The CIRCLET project provided a range of resources and facilitated participatory peer Learning Circles amongst university educators, to help them offer CERL projects to their students.

CIRCLET builds on the experiences of the International Living Knowledge Network for Science Shops (Science Shops are structures facilitating community-university engagement on research). It also builds on the Horizon 2020 funded project EnRRICH and the Framework 7 funded project PERARES. These projects developed and exchanged resources to embed engagement with Civil Society Organisations (CSOs), or community partners, in academic curricula and further information and outputs from these projects are available on the Living Knowledge website. From these projects we learned that **we needed to support educators to develop their own skills, knowledge and confidence** in redeveloping curricula, working with community partners and working with students, if we wanted to successfully build engagement into curricula.

To begin to meet this challenge, the CIRCLET project built and facilitated **peer Learning Circles amongst educators interested in undertaking Community Engaged Research and Learning (CERL) projects** with their students. Our project activities have been framed as participatory learning experiences, including our innovative online professional development module, our local and international Learning Circles, and our training and dissemination events.

The project partners were Queen's University Belfast (lead), Corvinus University of Budapest, Technological University Dublin, the Open University of Catalonia, and Vrije Universiteit Brussel. The project was funded through the British Council Erasmus+ Strategic Partnership programme in 2019.

You can find our **other CERL-related resources** on the CIRCLET website:

- 1) a [Guide for Facilitators](#) to deliver an on-line postgraduate professional development module to lecturers who want to include CERL in their teaching,
- 2) a [Guide for Lecturers](#) on how to implement CERL in university teaching and pedagogy
- 3) a series of innovative [case studies of CERL projects](#) and project plans in a wide range of disciplines. These case studies were developed by lecturers across our 5 partner universities who participated in the CIRCLET learning circles and professional development module.



2. THE LEARNING CIRCLE PROCESS

Each partner university organized and ran a local Learning Circle in both academic years of CIRCLET. The concept and design of the Learning Circles were developed in collaboration with all consortium partners, with Corvinus Science Shop at Corvinus University of Budapest being the lead partner in this process. Each learning circle plan was adapted to the local context by each partner university. Our **diversity** within the consortium has become a great asset and enabled us to have a wide variety of Learning Circle designs, activities and interactions with participants. Although at times this diversity required some thought in terms of how best to manage and coordinate it, by the end of the process it became clear that different contexts can be equally rich canvases on which to create Learning Circles for CERL. The guide reflects this diversity in the following ways:

- it introduces the shared core features of the learning circles as well as giving insight into the diversity of approaches taken. This will provide choices for the reader and also includes different voices across the chapters of the guide.
- in the CIRCLET consortium, not all the universities have formal science shop structures to support CERL. Where we mention Science Shop support in this guide, we are referring to a range of higher education practices where any university unit provides support for community engaged research and learning.

The fundamental processes of our Learning Circles for CERL were as follows: Each year, during the **fall semester**, the Learning Circles were launched, and the participants worked together to plan how to incorporate CERL into their teaching. Ideally in the **spring semester** the lecturers delivered their adapted course or module with a community project now integrated into it (but if the course/module which they were adapting to include CERL did not run until the fall, they continued with their planning during the spring semester). **Peer and Science Shop support** were provided for the lecturers planning or running CERL projects in both semesters in various forms and using various formats for communication (online or in person meetings, phone calls, email etc).

Local Learning Circles were **connected internationally**, offering interested participants opportunities for collaboration across universities. We experienced a higher-than-expected level of interest among participants, so we significantly extended our international offering. The exact format of the International Learning Circle was shaped in collaboration with participants and drew upon the learnings from the local Learning Circles. The Consortium organized International Learning Circles events in the spring of both 2021 and 2022.

3. HOW TO READ THIS GUIDE?

This guide describes how we constructed and ran our Learning Circles. In the first chapter we introduce the **principles** we identified as the foundations which underpinned both how we worked and the processes and formats of the Learning Circles (LC). In chapter II we introduce the **key content** considerations, in an overview of our approach to and planning of Learning Circles for CERL.

Chapter III-VI cover the **Learning Circle processes** by describing what we did before and during the local and international Learning Circles.

Chapter VI is titled Learning Circle Sessions, and this is where you will find all the **details of individual Learning Circle workshops**. Here you will find the plans for the Learning Circles sessions, as well as the description of activities in each session, with further resources and even the text for invitation letters to be sent to participants.

Chapter VII and VIII provide **further Activities and Reflection Tools**.

Our Bibliography includes the **full list of sources** for use in the Learning Circles and Triads, Activities and Reflections Tools, along with the references for the literature cited elsewhere in the guide.

This material is rich in reflections and variations: we share what worked well and also the risks and potential pitfalls involved in certain activities. It should also be noted that we had to rapidly adapt many of our processes and procedures to online delivery with the unexpected cessation of face to face activities due to the COVID-19 pandemic. Some Learning Circles ran fully online because of this. You will also see how the participating universities tailored the processes to their contexts and to the needs and expectations of their participants – a move which was warmly welcomed in the consortium and which we now recommend for all Learning Circles for community engaged research and learning. Please use this guide as an inspiration to develop your Learning Circle for your CERL journey, a process that serves community engaged research and learning where you are, and your community of lecturers who want to reimagine their courses for CERL through a supportive peer group learning process.

II. LEARNING CIRCLE DESIGN

In this chapter you will find our approach to designing Learning Circles for CERL. First, we introduce those principles we identified as central in shaping the Learning Circles, then we describe the main features of the process and format, including local variations. Finally, an overview of the themes and content of the Learning Circle process is provided. A detailed overview of the Learning Circle sessions is given in chapter IV, and of the international learning circle in chapter V. Further session plans and resources can be found in chapter VI.

1. DESIGN PRINCIPLES FOR LEARNING CIRCLES FOR CERL

The CIRCLET methodology relies on **experiential learning** approaches (Kolb, 1984; Morris, 2019), which are also essential in CERL projects. These emphasize the importance of blending experience, reflection and theory, while at the same time offering clarity on their sequence and possible interconnections. The experiential learning model (Morris, 2019) may be used to design each Learning Circles session: integrating brief theoretical introductions with exercises designed to explore their practical application, followed by reflection and further experimentation (for details see the Learning Circle descriptions). Participants may be invited to uncover their own learning style, which influences their approach to the experiential learning cycle. Individuals with different learning styles may prefer to complete the experiential learning cycle in a different sequence. In line with this, the Learning Circle design should offer them the possibility of experimenting with new ways of learning. Participants can learn to recognize and value each others' strengths, while being supportive of each other in relation to those areas which they need to develop further, through understanding different learning styles. This can increase openness and inclusion in the circle, which helps to build trust among participants and facilitators. Appreciating the different learning styles can be particularly important when collaborating with community partners on CERL projects too.

Community engaged research and learning (CERL) aligns with a **socio-constructivist methodology**, which supports learners to co-create knowledge. CERL projects can happen between lecturers and a wide range of different non-profit partners, from local communities to non-profit organisations to social enterprises. Service users, volunteers, administrators, management or supporting staff may all inform the collaborative process. Building a strong learning environment relies on the relational and social nature of collaborative work, coming to understand each other and the different ways in which we work, learn or do things. Because each project is context specific, as part of the collaborative process we must be open and honest in sharing our preferences and our practices. While this can make us feel vulnerable, it is essential to the process of building meaningful relationships, engagement and impact for everyone involved.



Learning is personal, can make you vulnerable and involves risks. So creating a psychologically safe environment for any Learning Circles is essential from the beginning. **Psychological safety** may be attained through the following steps:

- (1) structure and communication – e.g., timing of the workshops and expected workload being clear from the beginning;
- (2) relationships – e.g., get to know participants before the Learning Circles start through informal one-on-one (potentially online) meetings, involve them in the scheduling of the workshops, offer them the opportunity to influence the development of the workshop themes, facilitate the workshops, communicate with them throughout the programme, and offer one to one support to Learning Circle members on request;
- (3) language – using words like pilot and experiment can help to manage risk and identify that a project involves work-in-progress. Encourage participants to start with really small and manageable CERL projects. Psychological safety is easier to establish in smaller groups, therefore Triad peer groups may be created, to support and encourage peer learning. Participants may work in different Triads across time, thus avoiding clique formation, or you may choose to keep them in the same groups to allow the sense of safety to develop further – decisions such as whether to mix up the groups or keep them the same should be made in consultation with the participants, modelling the participatory processes involved in CERL.

Diversity of participants, across disciplines, gender, age, cultures, learning styles, and levels of experience in teaching, curriculum design, and community engagement, is important to consider when designing the learning process. Group diversity can have an enriching effect and initiate collaboration across disciplines, however the most important is to observe carefully the collaboration between colleagues, because in some circumstances due to politics, positions, practices, or other factors, some of the participants may not have “equal” voice, and inequalities or a lack of inclusion may emerge. If this happens it is important to recognize it and voice it.

As one of the aims of the Learning Circles is to support lecturers to reimagine the different courses and modules they teach to include CERL, it is important to think about how their courses and modules can be designed to feel inclusive for the students and community partners too. Therefore, throughout the Learning Circle process it is important to reflect on students’ and community partners’ participation, their role and added value, and to plan and undertake the reimagination process as much as possible in collaboration with these stakeholders, in an open dialogue. **Shared ownership and responsibility** were important principles guiding the design and execution of the Learning Circles.



2. PROCESS AND FORMAT OF LEARNING CIRCLES

In CIRCLET, the **Learning Circle process** consisted of a **series of whole group workshops interspersed with small group discussions**. Typically, Learning Circles involved between 5 and 12 lecturers. They met about three times in the first semester, in facilitated full-group Learning Circle sessions lasting 2-3 hours each. Between these sessions, small groups of 3-4 lecturers (from now on referred to as Triads) met for structured discussions to progress their reflection on and reimagination of their courses or modules to include CERL, through peer discussions.

Both Learning Circles and Triads were designed collaboratively with the idea that these would involve no more than 20 hours contact time and around 5-8 hours independent learning, across 2 semesters. The plans were adapted to the local context, thus variations flourished across the consortium, but one typical approach to **timing** for the first semester was as follows: 3 facilitated full-group sessions (roughly one per month) lasting three hours each, plus 3 hour-long Triad meetings, with about one hour of individual preparation and reflection for each Triad meeting. This worked out at 12 hours of contact time + 3 hours of independent learning.

Learning Circle process in the first semester



Source: CUB CIRCLET coordination team.

The role of **Triads** is to reinforce peer learning and create a safe space by embedding participants into small groups, where they can continue reflecting on their teaching practices and reimagining their courses for CERL in a more intimate setting. A small group can, over time, provide a supportive space for a more intense interaction, where issues and questions about the members, their courses and their CERL plans can be discussed. In some universities, Learning Circle facilitators asked participants to identify their preferences of Triad partners, and tried to accommodate these, while in others, Triads were created by the Learning Circle-facilitators without consulting participants.

Triads were:

- designed to be self-organizing groups, agreeing a suitable time to meet, and meeting as peers, without a facilitator,
- supported by structured preparatory questions and tasks, and guidelines for the group discussions.

Regarding the **process, local variations** included differences in

- the spacing of the Learning Circles across semester one (this ranged from 4 weeks between full group sessions to 8 weeks between them),
- the duration of the full group Learning Circles sessions (2 to 3 hours),
- the number of Triad meetings (2 or 3 meetings across semester one).

In the second semester consortium partners took an even more diverse approach to their Learning Circles as a result of their local experiences and the preferences of the local participants. Some universities continued to combine Triad meetings with whole group sessions, some with full-group sessions as short as 1 hour. Other universities added new elements, such as optional drop-in sessions for Learning Circle members. Other universities discontinued Triads and/or full group sessions to prioritise time for individual work with the Science Shop co-ordinator instead. Triads were reorganized in some universities, with a new mix of members, and one even had a facilitator becoming involved. The important thing about all these variations is that these decisions were made in a participatory way with the lecturers in the Learning Circles, modelling the participatory processes that are so essential to CERL.

In parallel, an **International Learning Circle** (ILC) was introduced in semester 2, after an international planning session where participants' interests and preferences were discussed. and an online survey of Learning Circle participants across the consortium. After this consultation, in the first year the CIRCLET project team ambitiously planned 6 optional sessions for members of the 5 local Learning Circles (this was also open to participants on the CIRCLET online [continuing professional development module](#)). Two parallel tracks were developed, involving 3 group sessions each, one focusing on Practice and the other on Research. An in-depth writing workshop, run across 3 half-days in one week, complemented and finished off the International Learning Circle in year 1. In the second year of the international Learning Circles, the project team felt that a lesser number of sessions might encourage greater participation, so offered 2 optional International Learning Circle sessions in semester 2, on self-reflection and on Inter- and Transdisciplinary CERL projects, as well as a partner-matching session where they could meet other lecturers interested in potential collaboration related to CERL. The international Learning Circles were wrapped up with a week containing 3 half-day webinars: one half-day on facilitating student reflection, and two half-days structured as a single writing workshop. In Erasmus+ terminology these are called Learning, Teaching, Training Activities, LTTAs.

All Learning Circle and International Learning Circle sessions were **online** in the first academic year, except the first Learning Circle session run by one of the partners. The natural and obvious way to organize the International Learning Circle was online, but the local Learning Circles had originally been planned as in-person, face to face sessions – but this was before COVID. Just one university with geographically distant campuses had planned to run an online Learning Circle from the beginning. In the second academic year, different universities ran their Learning Circle online, face-to-face, or a combination of these – again in consultation with participants to accommodate their preferences and in response to local COVID restrictions. Where Learning Circles happened face-to-face, some took place in community partners' premises, to further build the relationships and understanding between lectures and community partners.

Learning circles were mostly **facilitated** by the CIRCLET coordinating teams, i.e., the local teams of the Science Shop at the partner universities. In a few universities, other colleagues with specific expertise were also brought in to co-facilitate parts of sessions (e.g. staff from the educational development unit). One partner university did not yet have a Science Shop, so an external facilitator was invited to run the Learning Circles, guided by the CIRCLET coordination team.

Further local variations related to **invited guest presenters or facilitators**: community partners, students with CERL experience, university colleagues and leaders, and other stakeholders, who were involved in diverse ways and to a diverse extent. This takes us to the contents of the Learning Circles sessions.

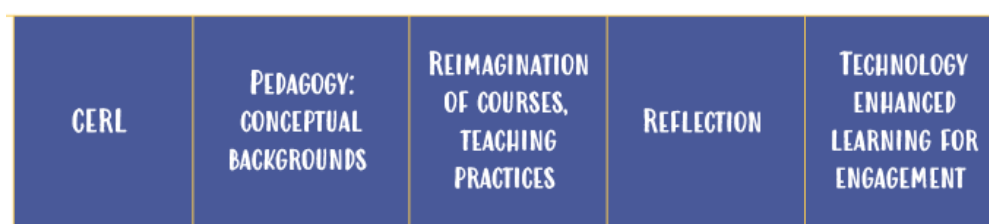
3. CONTENT OF LEARNING CIRCLES

When developing the Learning Circles for the 5 universities within the Consortium, we made decisions about

- the key content areas, as recurring elements of the Learning Circles, as building blocks, as well as
- the themes to be covered in the first semester.

We were aiming for shared content elements across the consortium in the first semester(s) in order to provide a shared basis for the members of the local Learning Circles, for them to draw in semester 2 when they met in the international Learning Circles.

The key recurring content elements are as follows:



We aimed to keep these **recurring content elements** as building blocks in the activities of each Learning Circles, by introducing and/or practising a new concept, tool etc. with regard to each of them at (almost) all the Learning Circles sessions. For instance, we had

- an exercise with a **community partner** to provide example of previous CERL activities,
- a reading/video on CERL providing pedagogical, conceptual **foundations for CERL**,
- a **reflective exercise** with specific prompts or tools
- to think about one or more features of the **actual course** and existing teaching practices of the Learning Circle participants,
- introducing an **online tool** new to the participants to experiment with in the Learning Circles session.

These are not just isolated recurrent elements, but as this example shows, they are introduced in the sessions in an interconnected way, preferably not as separate blocks but interwoven to support a flow of the "fabric" of the session: paving the way for each other, reinforcing each other. In our design, as discussed above, the cycle of experiential learning provided the bases to set out the steps for each session, and we aimed to tie these recurrent elements into the four stages of the Kolb cycle (1976) (Concrete experience, Reflective observation, Abstract conceptualization and Active experimentation)

The **themes** of the three Learning Circles sessions of the first semester were:

- 1. Relationship:** Who are the partners in community engaged research and learning, and how to begin their relationship to support them to become partners?
- 2. Reimagination:** How to embed community engagement and partnership in teaching courses or modules? How to apply CERL design principles? What elements of a course can be reimaged and how?
- 3. Participation:** How can a CERL initiative become a genuine collaboration and partnership?

In the second semester(s) the local processes diverged, and the local session contents also developed organically in response to each context. We provide a range of Learning Circle session plans on different topics below, for example: Students' CERL Experience; Peer support and coaching; Assessment for CERL.

Following this brief overview of how we in CIRCLET designed and ran the Learning Circles, we are going to look at the preparations needed to run them, and then the details of processes and formats, as well as the contents of each Learning Circle session.

III. PREPARATIONS FOR LEARNING CIRCLES FOR CERC

1. INVITING AND SELECTING LEARNING CIRCLE PARTICIPANTS

In CIRCLET we published an **open call for participants** in all five universities and crafted a shared **application and selection process** including criteria for selection and decision making.

As peer learning is the driver of Learning Circles a key aim was to **select for diversity** (gender, temporary/permanent contracts, mix of disciplines, level of teaching experience, level of experience of CERC, of technology-enhanced teaching, and of developing courses or modules. We also wanted to recruit a minimum number of participants who were interested in being involved in the International Learning Circles, as we knew that a wider variety of members would create a richer learning experience (it was also a requirement of our funding that we would run an International Learning Circle). In the event of there being more applicants than places, we agreed that we would prioritize participants who were in roles such as programme chair or course co-ordinator, or who taught on courses or modules which involved students undertaking theses or capstone or final projects, **to maximise impact** in terms of embedding CERC in the curriculum. We explained these criteria when inviting people to apply for a place.

Partner universities used a diversity of **ways to advertise the call to potential participants** including, e.g., internal newsletters targeted to lecturers, circulating poster invitations to lecturers working with the Science Shops, advertising to lecturers and PhD students via the Doctoral Schools, asking Heads of Institutes and Departments to share the invitation with colleagues, and hosting open online drop-in sessions for interested people who might have questions they wanted to ask about the application form or the learning circle itself.

2. SETTING UP THE LEARNING CIRCLES

How can we build a sense of community in a Learning Circle? It is an ongoing process which starts long before the first Learning Circle session. Here we present the variety of steps we took to explore the needs and expectations of participants in the early stages of the Learning Circle, including providing a space for them to introduce themselves to each other before the first Learning Circle session. But first, we share our key considerations when setting up the Learning Circles.

We approached the participants with a **presumption** that they as **lecturers share a willingness to collaborate with communities on issues of sustainability and responsibility**, and that they were **open-minded and self-reflective**. They were aware from the call for applications that they were signing up for a process involving developing and learning these skills and competencies **together with a group of colleagues**.



Each Learning Circle developed its own understanding of what a Learning Circle is, together with the participants. Whilst no two Learning Circle sessions are the same, they can follow the same basic structure. The Learning Circle organisers ideally agree the overall content (the topics to be discussed) and format (duration, timing, frequency) of the meetings in consultation with the Learning Circle participants.

Each participant will bring a different level of individual commitment, intensity of involvement, and depth of learning to the Learning Circle. The extent to which they will listen and make space for each other will also vary, and so will the way in which they manage their experience of knowing, or of not-knowing, depending on the particular exercise or situation, as it arises.

One key part of the Learning Circle process is **to make space to incorporate the different voices, the individual expertise, and the professional background of participants**. The whole Learning Circle process is designed to integrate the areas of expertise of the participant lecturers, to give them the opportunity **to build on and showcase their strengths** (e.g., their expertise in their field of research and teaching; their experience of being engaged with community partners outside of work; their competences at facilitating reflection, etc.) in order to develop their CERL practice, as well as developing other areas where they might feel less experienced. Integrating lecturers' professional discipline, teaching and other experiences, skills and interests is essential for the process of peer learning.

Another key part of the introduction to the Learning Circle is about **exploring participants' motivation, interests, goals, and passions**. This might be primarily about professional development, and building their skills relating to teaching and learning, but it might also be about developing connections with the wider society, the social impact of their work, or other factors. This can feed into a discussion about community engaged research and learning, as they might raise (or you might ask about) their ideas about responsibility, and how this could relate to working with community partners in a mutually beneficial process, to address one or more of the UN Sustainable Development Goals.

In this way the professional and personal insights and expertise of participants can be integrated and shared, and this can **help participants to switch to a Learning Circle "mode"**.

To help Learning Circle facilitators and participants get to know each other, across the 5 universities we tried several different approaches. Here is a variety of **steps we recommend for getting acquainted**:

- **One-on-one meetings between the Science Shop staff and/or Learning Circle facilitator and each participant**, ideally before the first Learning Circle session, to explore their goals, concerns and expectations, and to provide them with some insight into the process, and into Science Shops and CERL.



- **Sharing information about and with the Learning Circle participants** - for example by asking them to:
 - Provide a link to their **public profiles** or fill in a **short form** about their work and their interests in a shared document,
 - Film a short (1-3-min) **video** introducing themselves
 These should be completed a week or so before the first Learning Circle session, and each participant should be asked to make time before the session to review each others' profiles or videos, as a way to start getting to know each other.
- Host an **informal but festive launch** event before the first Learning Circle session, where participants and facilitators meet and have a facilitated discussion as well as listening to short inspirational speeches by community partners, students and university leaders, to launch them on their journey.

All these activities can also of course can be embedded into the Learning Circle sessions.

To develop the sense of community and peer learning we created significant space in the Learning Circles for discussion and sharing by the participants. There was a constant balancing act between providing inputs on CERL and making time for discussion with and among participants. For one specific and detailed example of how you can support the peer-based nature of the Learning Circle process please see the description of the Learning Circle session on Learning goals via **Peer coaching** in the next chapter.

The time you spend preparing and setting up your Learning Circle community should be well repaid in how quickly the group starts to share, and trust and support each other, as they embark on their work on CERL.

IV. LEARNING CIRCLE SESSIONS

In this chapter you will find **the individual Learning Circle sessions**. We present at least one plan for each session, but thanks to our varieties within CIRCLET, there are sessions with multiple plans: an online and in-person versions are provided.

For each Learning Circle session, we start with:

 the **Aim** to describe the purpose and learning goals of the session. In several sessions you will also find a **Context** paragraph where we present our experiences with and considerations for the session.

 It is followed by the **Key resources** where readings recommended to Learning Circle participants as well as backup readings for facilitators are listed. You will know which to send to participants from the session Plan and the Joining Information.

 We then provide the detailed outlines of Learning Circle sessions as **Plans** with the description and timing of the various activities involved. You will find two types of tables – some with three, others with four columns – suggesting the time required; the content, format, and in many cases the reasons for the activity; plus a column for the fundamental tools needed for the given activity. This is the column where we also put the names of the facilitators and partners we involved at various stages of the session.

 **Reflective Prompts** introduce a 15-minute individual reflection embedded into the relevant part of the Learning Circle session. These usually include three brief prompts – questions or statements – each consisting of a scale for quick self-reflection, and a place for lecturers to capture the thoughts that led them to choose that number on the scale. The prompts provide space for participants to note on-the-spot the connections they are making between the terms, concepts, approaches, and considerations for CERL which are being explored in the Learning Circle session and their own teaching and learning practice or goals. Participants could be given the prompt on paper as a handout, or preferably in electronic format, especially if it is part of an ongoing reflective journaling process. More detail on the prompts and the reflective journal can be found in chapter VII together with other reflective tools applied in local Learning Circle sessions.

 In **Triad Tasks** we describe how the small group meetings – which typically took place in-between the Learning Circle sessions – worked, what tasks we were offering for the lecturers involved in each small group to enable peer learning and the reimagination of their courses for CERL. In some cases, Triads were and can actually be pairs or quads, depending on the number of the Learning Circle and the contextual needs locally. We also had a variety of Triads with facilitators: mostly Triads were self-organizing groups, but in one university with larger number of facilitators from the science shop a facilitator also joined the lecturers in the Triad.



Joining Information equips you with our invitation letters to the Learning Circle and Triad sessions especially for the first ones, and you may want to use these as drafts for your mail.

Note: When we write about 'courses' (as we call them in certain countries) we also mean 'modules' (the word for the same construct in other countries). Lecturers involved in CIRCLET were working with entire courses, while others were thinking about 'seminars', which are practice-oriented part of the course, generally combined with lectures.

1. LEARNING CIRCLE ON RELATIONSHIP BUILDING



Aim

To establish relationships with

- Learning Circle members,
- the area of Community Engaged Research and Learning, CERL,
- stakeholders (particularly community partners), and
- the Learning Circle itself (its structure, content, process as well as participants)



Key Resources

Boland, J.A. (2014): Orientations to civic engagement: Insights into the sustainability of a challenging pedagogy. *Studies in Higher Education*, 39(1), 180-195.

<http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf>

Business Bliss Consultants FZE (2018). Rolfe's reflective model.

<https://nursinganswers.net/reflective-guides/rolfe-reflective-cycle.php?vref=1>

Kolb, D.A. (1976): Management and the learning process. *California Management Review*. 18(3), 21-31.

McLeod, S. A. (2017): Kolb - learning styles and experiential learning cycle. *Simply Psychology*. www.simplypsychology.org/learning-kolb.html



Plan

We are providing two plans here, one for an online and another for an in-person Learning Circle session, and the latter is actually at a site of a community partner but can also take place at the university.

1. Online session, 3 hours

Participants:

Learning Circle participants

Facilitators – Science Shop staff

Community partners (for second hour)

Ahead of time: Preparation pieces for participants: Boland (2014).



Time	What	Why/Details	Who
Part 1: Introduction to the Learning Circles			
5'	Opening and welcome Chatham House Rules. Non-judgemental. We are all learning for ourselves	Welcoming, introduce facilitation team, housekeeping, structure of day. Ask for permission to take and share a few screenshots – take one now. Happy to be tagged in social media?	
20'	Icebreaker (groups alphabetic by surname) Group 1: (names) Group 2: Group 3: Questions: - Why are they here? - Biggest hope? - Biggest worry?	To help people get to know each other Note: should already have seen each other's bios Note: allowed a bit of extra time in case people take a minute to join, presuming this is going to take 15' Any specific questions/comments from the small group into chat	Breakout rooms Questions into chat
15'	Introduction to Learning Circle Purpose of process, ideal outcomes, pragmatic outcomes. Something on theoretical underpinning and framework. What a Science Shop is and what we do Welcome from other contributors, international if available Check in: On a scale of 1-10 where do you think you are on CERL? Post responses in chat	To contextualise our work on CERL. To think about relationships – building relationships within this Learning Circles, and for CERL – building relationships with community partners and with students as partners - and for team teaching, with colleagues as partners. What can this Learning Circles do for you, and what can you do for it? Reflection is core. International Learning Circles if contributors are available. Participants all bringing different expertise, co learning space. Experiential learning and community engaged	Chat

		pedagogy; practice of Science Shop projects, CERL	
15'	Individual thinking exercise Bags and Baggage 5' intro to scrumblr , keep this open in the background 10' task Identify what you bring to working relationships – both positive (bags) and negative (baggage). Add to scrumblr Ask people to think about their own working relationships – people they do and don't enjoy working with and what they bring to those relationships e.g., with people they work with or collaborate with, what characteristics do they bring of your interactions that you enjoy?	To begin to encourage people to think about relationships and how they approach them To model reflection To model use of scrumblr – open in Chrome Allocate a person to organise scrumblr	scrumblr
5'	Short reflection on morning so far – any surprises? Unanswered questions?	In the break: Turn off camera and mic but leave room open – back at (when?)	
15'	Break – organise scrumblr into themes		
Part 2: Concrete experience with (invited contributor, a community organization): Co-creation of research projects, and practicing continuous reflection			
5'	Introduction Be clear contributor is an example and some academic areas may find obvious connections, some less so. There are other community organisations with different needs	Highlight that we are going to ask them to think about what the partner needs in light of our subject areas and where possible their own students/subject areas	
15'	Experiences of working on engaged research projects with students	Contributor will introduce their work focusing on the key strengths and challenges, and their experiences of working on	Contributor's slides, materials, if any

	Storytelling (on site/live, video, podcast)	student research projects – benefits and concerns	
15'	Q&A	Chance to offer their thoughts on projects as well as broader questions	
10'	Group Reflection: What are you bringing to partnership working/feedback if time: What might be different about building a relationship with an external partner rather than with someone else in academia? What could be different about working with a community group that you can observe? What would be your thoughts/concerns about you building a relationship with an external partner organisation? Pick on someone if necessary – based on experience or not.	 Instruct they will break into groups for next session, back here automatically at a certain time and will be allocated This part can be shorter if things run over time earlier in the session	
15'	Break: check on instructions or plan B general discussion		
Part 3: Topic Definition through Co-Creation			
25'	Structured reflection in groups and re-examine effective relationship building with external partners Group 1 Group 2 Group 3 Back into the rooms We will join you this time In thinking about the presentation, discuss: What characteristics do you think you would need to build a relationship with a community partner?	Building from own reflections before, to start responding to and understanding community need To become aware of what you like or dislike To begin to think about contributor's ideas as research projects – who could you address them? How could your discipline address them? If you begin to think about partnering on a CERL project what bags and baggage would you bring to this process? Note that positives can be negatives and vice versa	Breakout room, scrumblr

	What would you need to support students to build a relationship with a community partner? Can you see any issues you might be interested in working on with your students? Using scrumblr add the characteristics to it – vote on which you think are most important	Return to scrumblr – characteristics of working with external partners and especially community partners – what characteristics are needed for effective relationship building with external partners? Then identify what are the most important characteristics, in order of priority – you can use 3 coloured dots to stick next to your priorities. [we can turn this into a resource and put it on Teams for them to refer to]	
10'	Quick Reflection individually on key learnings Remind people this could potentially be the basis of their reflection piece on the first Learning Circle Reverse alphabet order Anything you want us to take away drop us a line	Questions What have you learned about developing project ideas? What learning you've done on building relationships? How you found doing the reflection [not as important] Or anything else you learned?	
10'	Closing and next steps Triads coming up: We will create channels and add you to them as your Triads. Encourage you to get a meeting time set up asap If no date for next Learning Circle yet: Doodle poll. Please indicate 2n preferences as well. Exercise – 1-10 level of confidence re CERL now? Ask them to email a 1 page/1 min video or audio reflection by (date)	Intro to next Learning Circle: focusing on reimagination of curriculum and CERL competences. In between: Triads will meet People will be allocated into Triads in next few days (or suggest form if no clear groups have emerged) Email will go out re timing of next Learning Circle and Triads	

2. In-person session, 3 hours, if possible, at a Community Partner's venue

Participants:

Learning Circle participants

Facilitators – Science Shop staff

Community partner

Lecturer from the CERL project with Community partner (optional)

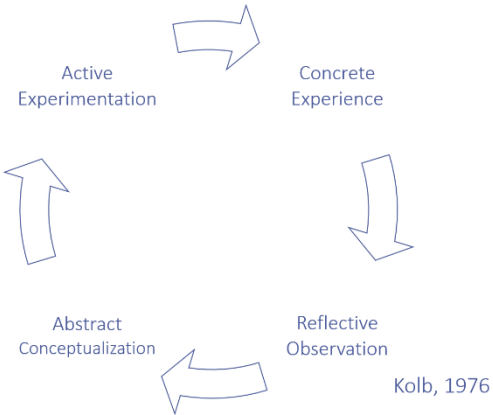
Venue:

Site of a community partner, preferably near to the university to give the opportunity to the lecturers to sense the place of a community partner and to experience what it is like to move out of their place, the university, to a partner's place. This also has a message of reciprocity.

Ahead of time: Preparation pieces for participants: Boland (2014))

Time	What	Who/Tools
Ahead of time	Check: technical equipment and set-up of the venue, prepare badge, pens	Badge, pens
20' before the start	Arrival of participants, check email and telephone to support the arrival of participants	
20'	Opening and Welcome • What is this Learning Circle about? What does a Science Shop, the facilitator here do? • Safe learning environment. • Taking photos-videos – consent • Today's process (individual, group and small group discussions, laptop at a certain point, community partner joins us) and topic • Who are we? ○ Meet and Greet your neighbours in a sec. ○ Icebreaker: A walking-standing exercise - Geographic question: Imagine the room is a map of Europe/Globe/Your country (depending on the geographical diversity of participants) and the centre/certain point is the place where we are now. Please stand to place where you are coming from. - Scale-spectrum exercise: Imagine a spectrum in the room – set the two ends (min-max, 0-100%, earlier-later, etc.) and ask participants to answer your questions by standing on the relevant part of the spectrum. Questions e.g.: How experienced in CERL are you?	Space in the room for this exercise

	At what stage of a PhD are you? For how long have you been at the university? How many different courses do you teach? Etc. - Grouping exercise: Set 2-4 groups based on questions, e.g. - What students do you mostly teach? BA/MA/Postgrad? - Do you have any civil society connection or cause that you're involved in – e.g. through volunteering? Yes/No, Etc. You may go as many questions as you wish and even participant to join in asking. At the answers, after people moved to their positions, you may ask some of them to also speak about her/his standpoint. - o Short self-introduction of participants: Name, Discipline, Institute/Department	
	Meet the Community Partner	
10'	Ask participants to meet the contributor as if the organization would be a partner in her course for a CERL project in the next semester. Think about how they would prepare themselves for a first meeting? Give a short (5') thinking time to make a list of preparations (steps, considerations, principles, etc.) they would do before meeting the partner for the first time. Ask them to share their lists in pairs (2' each) Ask them to pay special attention to how the community partner talks about the relationship – central topic of the session – with the university, lecturer, students, Science Shop, etc.	Paper, pen
30'	Community Partner's introduction to • their cause and activities preferably with a short site visit (even if only office to be shown) • CERL project(s): what question answered in which course, how the connection with the course/lecturer was set up, how much they were involved, meeting with lecturer, students, Science Shop, etc. Q&A although probably the visit is interactive anyway. Note: Learning Circle participants might ask very valid questions which are not directly related to the topic of the day though – it is fine but be sure that the relationship-related questions and topics are also raised. Group picture and farewell to community partner Note: 30 mins is rather short if there is a site visit, you either need to have a strict time management or give more minutes	Site

	 Reflective observations – Reflective prompts Abstract Conceptualization – Applying, discussing Boland (2014) Active Experimentation – Translating this to your context and course Experimentations starts now by meeting your Triad peers, discussing questions with them and moving on to the Triad meeting and the next Learning Circle – more Kolb cycles to follow	
30' 6' intro 20' talk 4'	Triads on CERL Meet and Great your Triad peers: Introducing participants by sharing (level of) experience in teaching, CERL, working in/with community organizations – This will continue in the Triad meeting thinking about and discussing your learning styles, Orientation to CERL, needs & contributions – you can start thinking, dreaming about it right away in the background. Purposes of CERL To continue the thinking about what CERL supports, please write posit-its & discuss How do you think community engagement supports your students? How do you think community engagement supports civil society? How do you view the role of community engagement in higher education? Place post-its on flipcharts, small group share (1') one (best, surprising, etc.) from one of the flipcharts.	Post-its, pens 3 flipcharts
10'	Closing and next steps Participants' quick feedback on the Learning Circle: Red (stop), Yellow (change), Green (keep): on e.g. post-its to whiteboard with these colours Upcoming Triad, Learning Circle, Pre-session materials Closing picture	Whiteboard post-it, pen



Reflective Prompts

This set of prompts used in the Learning Circle on Relationship Building aims to raise participants' awareness of their own explicit and implicit rationale, motivations, drive, etc. for CERL. The word orientation is used here, and that, together with the entries, refer to the reading for the session:

Boland, J.A. (2014): Orientations to civic engagement: insights into the sustainability of a challenging pedagogy. *Studies in Higher Education*, 39(1), 180-195.
<http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf>

It is embedded in the session at about halfway through, when participants already received a lot of impulses, information, and this provides a bit of a silent time.

Exploring my orientations* for community engagement

*Orientations= rationale, motivation, drive, etc.

Please think about these **4 layers** suggested by Boland (2014) and elaborate on the **sources of your motivation**. Please include **stories, descriptions, etc.** Feel free to adjust the cell size as needed.

Personal orientation: Currently, how strong is your personal drive for community engagement?	
On a scale of 1-10 <i>where 1=my motivation could not be lower / 10= could not be higher</i> I am at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	My passion, joy, values, beliefs, experiences, etc. behind my number (e.g., 4 or 9) ...
Student/learning orientation: How do you see community engagement benefiting student learning and teaching?	
On a scale of 1-10 <i>where 1=this is what I find important the least in community engagement / 10=this bears the utmost importance in community engagement for me,</i> I am at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	My motivation, story, reason regarding students and learning ...

Civic orientation: How do you see the role of community engagement in responding to and solving civic/social issues?	
On a scale of 1-10 where 1=I have no trust in solving civic/social issues through community engagement at all / 10=community engaged teaching is the way to solve civic/social issues, I am at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	My point, drive, case for solving social issues through community engagement ...
Higher education orientation: How do you see community engagement with regard to the role, purpose and interests of higher education (HE).	
On a scale of 1-10 <i>where 1=I do not see any connection between community engagement and the purpose of HE / 10=community engagement equals higher education for me,</i> I am at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	My story, reason, belief, drive behind my number ...

Based on Boland (2014, p. 186)



Triad task

The aim of the first Triad meeting is

- to launch the Triad work – set the scene, discuss the process
- to develop initial insights into each other's
 - learning needs
 - motivations for and potential challenges of community engagement
- to lay the foundations for reimagining participants' courses, which will be the focus of the next Learning Circle meeting.

We suggest two tasks to structure the first Triad meeting, both starting with individual reflection, and then sharing and discussion. Note: the first task is similar to the Reflective Journal Prompts, as well as the small group discussion suggested in the in-person Learning Circle session plan. Please consider altering the Triad Task 1 if you used the prompts by eliminating the individual part of and turning to the group discussion right away based on the table of the prompts on orientations instead of the table below.

Task 1: Exploring our motivations for and challenges with community engagement

This exercise supports Triad members to articulate and think about their own motivations and challenges with regard to:

- their personal values and beliefs, benefits and excitement,
- how community engagement supports their students,
- how community engagement supports civil society,
- how they view the role of community engagement in higher education.

Relevant challenges and concerns in relation to each of the above will also be a source of reflection and discussion. The template for this task helps enquire into your orientations toward community engagement in education and aims to:

- Raise your awareness of your explicit and implicit orientations
- Support you to explore the risks, limitations, problems, and challenges you have faced or are facing, with regard to turning your orientations into practice.

First, **fill in the template for this task individually**. Please adjust the cell sizes as needed, and feel free to expand them. Then please **discuss in turn what each of you have learned** about yourselves with your Triad partners and look for any similarities and differences.

After the discussion you may want to **reflect individually**:

- What do these similarities and differences add to your learning about yourself? Is there anything you wish to add to your template?
- What are the implications of this additional learning about your orientations and the challenges you see in relation to the course you aim to reimagine?

Task 2: Collaboration framework - How will we work together?

To be reviewed at each Triad meeting and updated as needed.

Please **fill in the template on Contributions and Needs** individually, with these guiding questions in mind:

- How can I support learning within the Triad? What strengths do I bring to this peer learning partnership? You might like to draw on the strengths of your (Kolb, 1976) learning style (see e.g., McLeod, 2017) – e.g., Divergers may bring in multiple perspectives during discussion; Convergers may focus on problem solving, etc.
- What would I like to happen during Triad meetings to feel that I am really learning, and genuinely developing my own professional capacity (again it might be helpful to draw on my learning style)?

Then please **discuss** the individual needs and contributions of each Triad member to design the framework for your collaborative journey. During the discussion:

- Do not look for a consensus regarding the needs of participants. All needs are legitimate, so what you should consider is to what extent the Triad can support each need.
- Agree on how you are going to support the different needs
- Think about *process* (e.g., time management, presence and communication channels), *tasks* (in a Triad meeting some participants might like a structured output in addition to the discussion itself), and *relational* elements

We suggest that you **write up these ideas as the touchstones of your collaboration** – the collaboration framework template will help you with this.



Template for exploring motivations for, and challenges of, community engagement

Questions to think about Orientations* = rationale, motivation, drive, etc.:	How do you conceptualise civic engagement in education? What orientation(s) do you have towards it, and how would you describe this? Please explain your orientation(s), and share your motivation, values, beliefs, benefits, passion and joy. Please include descriptions, stories, case studies etc. (If a particular orientation isn't relevant to you, please just write about the ones that are.)	What challenges come to mind when planning to work with community partners and students on community engaged research and learning? Please think about any limitations, fears, or problems that arise for you when you think about translating your orientation into the actual work of community engagement. What makes you feel challenged - particular points in the process, engagement with particular participants, different levels of challenges, or anything else?
Personal orientation: a rationale deriving from personal beliefs, values and experience		
Student/learning orientation: a rationale focused on student learning, teaching and benefits to students.		
Civic orientation: a rationale centred on concern for civic/social issues		
Higher education orientation: a rationale focused on the role, purpose and interests of higher education.		

Based on Boland (2014, p. 186)

Contributions and Needs

What can I offer (to create/support a good learning experience in the Triad)?	What do I need (to maximise my learning from this Triad experience)?

Collaboration Framework

How can we, as members, each support the various needs in this Triad?
Our ideas for enhancing the process and content of this collaboration, and our responsibilities towards each other:



Joining information

Sample introduction to the first Learning Circle

Dear Colleagues,

Welcome to the first Learning Circle which as you know will take place on (date and time). I have just invited you to our Teams site. This will function as our main communication mechanism from now on. It belongs to all of us so please feel free to use it as your own. You will see there is a channel for the first Learning Circle and all the resources I mention here, including this email, are saved in the files for this channel. In the first Learning Circle we will be joined by (invited contributor) from (organisation) and by my colleague (invited contributor) from (unit). The purpose of this process is that we all learn from and with each other. We will be providing inputs but we also have people with very wide-ranging expertise and experience in the Learning Circle and we hope that this will create a rich learning environment for us all. There is a task we would ask you to complete ahead of this:

- To learn about each other please complete the table of participants shared in the files (see below) with certain fundamental information at your earliest convenience and read each other's information before we meet.
- Read the journal article(s) by Boland, J.A. (2014): Orientations to civic engagement: insights into the sustainability of a challenging pedagogy. *Studies in Higher Education*, 39(1), 180-195.



<http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf> (Add further readings if relevant.)

- Of course, the Teams space belongs to all of us and if you have any observations or thoughts on any of the materials provided, please do start a discussion on the discussion board!

If you have any queries about the Learning Circles, please feel free to post them on the Teams site or to message me through Teams.

Best wishes

(Your name) Your Science Shop/Learning Circle Co-ordinator

Sample table for Learning Circle participants information

Name	Discipline	Institute/Department	Link to public profile(s)

Sample introductory email to (online) Triads

Dear Learning Circle participants,

We hope you enjoyed learning and exchanging ideas and experiences in our first Learning Circle as much as we did! We are now delighted to share details for the smaller Learning Circle group session.

Triad groups:

We have allocated you into Triads, based on your preferences for working together/diversity considerations (choose your version) in smaller groups, as follows: (Triads and Names)

We're happy to say that everyone will be working with their first or second choice of peers.

Process:

We would ask the person whose name is highlighted in **bold** in each group to please contact the others as soon as possible to organise your first small group meeting. Please allow a minimum of an hour for the meeting and schedule the meeting for a time that suits each of you, before (date). We set up private areas in Teams for each Triad, so please feel free to use these to share documents, organise meetings etc. Please note that Learning Circle coordinators will have access to these documents too.



Sharing your data:

We may share data provided by you as part of the Learning Circles processes, in an anonymised format, with (partners). The anonymised data may be used for any or all of the following: quoted as examples of themes, related published materials and/or conference presentations; displayed on the website, social media or printed material of the programme or of the participating universities (e.g., in case of international Learning Circles). We will ask for your consent if we want to attribute comments to you and of course this consent can be withheld with no consequences.

Session structure:

Attached you will find an introduction document with templates for you to use before and during the meeting. In advance of the meeting, please make sure that you read the introduction, which outlines the suggested structure for the meeting. Please also ensure that you have done some initial thinking before the meeting. We would ask you to spend about 15 minutes reading through the tasks and make rough notes for discussion – you can fill in draft versions of the templates if you like. This will save time in the meeting as you can get straight into discussion. Please save any group documents created during the meeting in the relevant Triad area on Teams. If you experience any unexpected challenges with setting up or running your small groups, please do come back to us and let us know, as early as possible, so we can try to help out. We'd like to wish you a very enjoyable and meaningful small group experience and look forward to hearing about your learning!

Setting up your CERL projects:

Once you are ready to start planning your CERL project for your course, we are happy to work with you to discuss possible project ideas, and to identify a suitable community partner. Do please get in touch when you're ready to start this process.

All the best,

(Your name)

Your Science Shop/Learning Circle Co-ordinator



2. LEARNING CIRCLE ON REIMAGINATION

Context

In this Learning Circle session and Triad meeting participants start thinking about the course they plan to reimagine. They are going to familiarize themselves with the CERL Design principles and begin to re-think student competences as well as learning outcomes. You will find two further options for this in the chapter on Activities for Exploring CERL in Learning Circles.



Aim

To support lecturers to reimagine the curriculum of their chosen course to include CERL, focusing on the relevant newly-identified CERL competences



Key resources

Tassone, V. & Eppink, H. (2016): The EnRRICH tool for educators: (Re-)Designing curricula in higher education from a “Responsible Research and Innovation” perspective.

https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf

VUB (2020a): CERL design principles. <https://www.youtube.com/watch?v=8HTh4MYdRGc>

VUB (2020b): Collaboration in CERL. <https://www.youtube.com/watch?v=D8ohp-1NKj0>

VUB (2020c): Transformation in CERL. https://www.youtube.com/watch?v=e63zNhh_1MY

VUB (2020d): Authenticity in CERL.

<https://www.youtube.com/watch?v=yjomVG0Wpsi&t=97s>

Additional resources

The eLearning Girls (2014): Writing Learning Objectives.

<https://www.youtube.com/watch?v=eXxTpDg1thI>

Johnston, J. (2016): E-learning with Bloom’s revised taxonomy.

<https://www.youtube.com/watch?v=XJWFQI4TV5E>

Sanchez, A.V. & Ruiz, M.P. (eds) (2008): Competence-based learning - A proposal for the assessment of generic competences. University of Deusto.

<http://www.tucahea.org/doc/Competence-based%20learning%20Alfa%20Project.pdf>



Plans

Online session, 3 hours

Participants:

Learning Circle participants

Science Shop staff/facilitators

Community partner

If possible: university staff with a specialism in teaching/learning/education, e.g., from a Centre for Education or other similar function in the university.

Ahead of session:

Ask participants to download Microsoft Whiteboard app or other similar technology for collecting ideas (e.g., Miro, scrumblr, Padlet, etc. We have chosen Whiteboard as it is connected to Teams, thus no additional subscription is needed. Ask participants to read Tassone & Eppink (2016) and watch VUB's (2020a) introductory video on CERL design principles.

Time	What	Who/Tool
Part 1: Pedagogical approaches and CERL Design principles		
5'	Meet and Greet Explain aim and process of Learning Circle session <u>Aim</u> : focus on reimagining your course by implementing CERL design principles and identifying relevant competencies <u>Reflection</u> : focus on your own experiences in relation to the EnRRICH Tool (Tassone & Eppink, 2016), the pre-reading which returns in the Reflective prompts and gives a background for CERL projects on the instrumental-emancipatory education spectrum. <u>Experiential learning</u> : We are moving on with the Kolb cycle launched last time and have the elements of the cycle today too: <u>Experience</u> : Experience with community partner and own course; Reflection by journaling and small group discussion; Abstraction by working with the reading and inputs from Learning Centre colleagues, and Experimentation on your own course.	
10'	Icebreaker: Thinking about student competencies for CERL. What is the 1 competence you would like your students to develop in your course, with regard to CERL, to become socially responsible and responsive persons and practitioners? Share this selected one, even though there are probably several ones, and describe it in one sentence. No explanation required of why you would like to have this). Please try not to duplicate, thus, if possible, do not repeat ones that other people have already mentioned.	Every participant speaks

	This will be discussed further when we look at CERL competences later today.	
20'	Reflective prompts: What is your approach to teaching? How do you see yourself on the instrumental-emancipatory pedagogy spectrum (Tassone & Eppink, 2016) 10' individual writing and reflection and 10' sharing and discussion pairs (breakout rooms)	Prompts, see below
10'	Introduce TEAMS Whiteboard (or other whiteboard software) - Experimenting with an online tool – this is what we use later in the CERL design principle small group exercise	Teams Whiteboard
5'	Introduce CERL Design principles In the Boland (2014) article you've already received some insight into CERL, now let's explore suggestions for a set of CERL design principles. The exercise builds on the videos of VUB (2020a-d), the general introduction was given as pre-viewing for the session.	
5'	Introduce small group exercise with CERL Design principles Groups – mix participants so they are not the same as the Triads One set of principles in each of the 3 groups: Authenticity, Collaboration, Transformation (ACT) 1. Watch relevant video – individually. Note: allocate videos to participants properly, everybody should know which of the 3 videos she needs to watch. Display it in a table, or e-mail the selected link directly to group members, etc. 2. Meet your group in the breakout room – facilitator opens rooms in 5 mins. 3. Discuss selected questions at the end of video 4. Start using Teams Whiteboard – place your answers there 5. Share – who and how to the large group	Prepare Whiteboards for groups with questions
5'	Participants are watching the video on their own Authenticity (3.44') https://www.youtube.com/watch?v=yjomVG0WpsI Collaboration (3.59') https://www.youtube.com/watch?v=D8ohp-1NKj0 Transformation (4.48') https://www.youtube.com/watch?v=e63zNhh_1MY	
30'	Small group discussion in breakout rooms Please discuss your CERL related thoughts to the selected questions listed at the end of the video. Prepare for sharing: it is going to be you from whom the other groups learn about this principle. Authenticity – questions 3-5 about learning goals, assessment, and involvement	5' warning before the end

	Collaboration – qs 2-3 about with whom to collaborate and how to prepare for it Transformation – qs 2-3 about impact of CERL; resistance and discomfort	
10'	Break - Turn off camera and mic but leave room open – back at xx.... Starting with Sharing after the break	
Part 2: Sharing learnings on CER Design principles, crafting CERL student competencies		
1'	How did you find working with the TEAMS whiteboard? Brief individual reflections on this to be posted in the TEAMS chat, considering both content and format	Chat
15'	Sharing: 5'/group: 3' for sharing + 2' for Q&A Invite the spokesperson from each group in the above order to introduce the CERL design principle and give a hint on what the group discussed. Also share your visuals on the Whiteboard	Screen sharing
2'	Introducing contributors: Community partner from past CERL project and Learning Centre colleagues	
15'	Brief input from community partner(s) - Experience: Ask participants to recall icebreaker ideas on student competences to see how similar or different the community partner's view and experience. Community partner(s) speak about their experience, preferably via illustrative stories: What is their vision, desire, expectations and experience about students' learning in CERL project? What knowledge, skills, competences and attitudes are involved and how? How do you see the students when they enter and then finish the CERL project? What should they have developed by the time they leave the CERL project? Is there a specific story about it? (Experience) Thanks, screenshot with and farewell to the community partner.	Community Partner(s)
8'	Reflection on the experience with community partner(s) by lecturers: Full group discussion (Reflection) to explore how different, surprising and familiar, similar these expectations are compared to that of lecturers. How did it sound to you?	Type into whiteboard
8'	Introduction to Learning Outcomes and Competence Based Learning by Learning Centre colleagues: Knowledge/Skills/ Attitude/Autonomy & Responsibility framework (Abstraction)	Learning Centre staff

	Building on the tasks a lecturer actually has to do, let's expand that to CERL	
20'	Student's competences by CERL - Triad work: Generate and identify competencies for CERL (Active experimentation) Brainstorm about, competences (knowledge, skills, attitudes) of students developed and enhanced by CERL projects Sources, inspirations for potential competences: Orientations (Boland, 2014), CERL Design principles (VUB, 2020a) and the EnRRICH tool (e.g., Textbox 5, Tassone & Eppink, 2016)	Learning Centre staff joins/circulate around groups
8'	Q&A with Learning Centre staff about questions emerged in the group to enhance learning and prepare for individual and Triad work.	
3'	Closing and next steps Type into chat: what was the most useful from today? Triad meeting and tasks before next Learning Circle.	



Reflective Prompts

This set of prompts for the Learning Circle on Reimagination is based on Tassone & Eppink (2016, Figure 3, p 20 and figure 4 p 21) and VUB (2020a): CERL design principles. <https://www.youtube.com/watch?v=8HTh4MYdRGc>.

Please write any thoughts relevant to your process, these are prompts to help you reflect.

How do you see your teaching? Instrumental and Emancipatory education are strategies at two ends of a scale, here characterized by 1 and 10.	
On a scale of 1-10 <i>where 1=instrumental education / 10=emancipatory education</i> my teaching is at: 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	The story behind my teaching number (e.g., 4 or 9) is...
Collaboration for CERL What is the level of collaboration in your teaching?	
On a scale of 1-10	Collaboration in my teaching is...

where 1=lack of collaboration / 10=collaborations is taken to the maximum in every aspect, I am at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	
Reflection by students How is it embedded in your teaching?	
On a scale of 1-10 where 1=no reflection whatsoever by students in my course / 10=student reflection covers the whole process, content, relationships, fully supported and accredited in my course I am at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	Student reflection in my teaching is...



Triad task

The aim of the second Triad meeting is

- to define potential CERL competencies for your students on the course you plan to adapt with CERL,
- to reflect on your role as lecturers.

Reading for both:

In preparation for the second Learning Circle session you have already read:

- Tassone, V. & Eppink, H. (2016): The EnRRICH tool for educators: (Re-)Designing curricula in higher education from a "Responsible Research and Innovation" perspective.

<https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente Dateien/EnRRICH/D2.3 The EnRRICH Tool for Educators.pdf>

For this Triad we suggest you also watch/read the following:

- If you are very new to the area of learning outcomes: 4 minute general intro to writing learning outcomes: The eLearning Girls (2014): Writing Learning Objectives. <https://www.youtube.com/watch?v=eXxTpDg1thI>,
- For everyone: a 9-minute video on using Bloom's taxonomy for e-learning: Johnston, J. (2016): E-learning with Bloom's revised taxonomy. <https://www.youtube.com/watch?v=XJWFQI4TV5E>, and you may want to look at the accompanying handouts available in the description of the video on the youtube page (you may need to scroll down)

- The section on Critical Thinking (print version pages 80-86) as an overarching competency, in Sanchez, A.V. & Ruiz, M.P. (eds) (2008): Competence-based learning - A proposal for the assessment of generic competences. University of Deusto.
<http://www.tucahea.org/doc/Competence-based%20learning%20Alfa%20Project.pdf>

We suggest **three tasks** to structure the second Triad meeting, both starting with individual work which we would ask you to do before the session, and then sharing and discussion.

Task 1: The concept of change/transformation/resistance when initiating and implementing a CERL project

Before meeting in your Triad think about and take a few notes on the following questions:

1. **Who** is likely to **benefit from your CERL project**?
2. **What** are the possible **impacts at personal level (as a lecturer) /institutional level (students and the university) and societal level (community partners and broader society)**?
3. **What change/transformation/resistance** you or any of the stakeholders, might experience, and **how you potentially support/overcome this**?
4. **What competencies/capabilities do you need/can offer as a lecturer** to engage in the creation and execution of CERL project?

Task 2: Enrich your understanding and definition of CERL competencies

Individual work: please bring to the Triad meeting an initial list of potential CERL competencies that you would like your students to develop as a result of you integrating CERL into your course. Please also bring your course descriptor/course datasheet, so you can discuss these in the context of the course learning outcomes. Please agree beforehand with your Triad a date by which you will upload your course descriptor and your draft list of competencies to the Teams Triad folder.

	Knowledge	Skills	Attitude	Autonomy and Responsibility	Please indicate which competencies are in use and to be included
Example 1					
Example 2					
(...)					

Sharing and discussion:

- What common CERL competences do you identify across your different courses within the Triad? You may also like to consider the RRI competencies, see Figure 2 and Textbox 5 in Tassone & Eppink (2016) EnRRICH Tool.
- Where and how do your current course or programme syllabi cover these competences?
- What changes might you like to make in the longer term? (Please note that for this year you're probably aiming to make just small changes to the course to incorporate CERL, or improvements to your existing CERL project, within the existing course and programme descriptors.)

Task 3: Peer supported reflection:

- What are the implications of the above defined competences when you think about your role as lecturer on this course?
- Might you want to reconceptualise your approach to teaching and learning if you want the students to develop these competencies? Please see chapter 4 of Tassone & Eppink (2016) EnRRICH Tool for ideas.

As peers you might like to consider asking each other open and clarifying questions, sharing personal examples, and reflecting back any contradictions and emotions. Please do record your learning from this Triad meeting, so you can look back on it later.



Joining information

Dear Colleagues,

Welcome to the second online Learning Circle which as you know will take place on (date and time), this is already in your diary. I hope by now you have had your first Triad meetings – please don't forget to save your documents in your Triad channels in our Teams site. This second Learning Circle will begin to address how CERL competences can be embedded in your module.

There are a few tasks we would ask you to complete ahead of this:

- Read Tassone, V. & Eppink, H. (2016): The EnRRICH tool for educators: (Re-)Designing curricula in higher education from a "Responsible Research and Innovation" perspective. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf
 - Watch VUB (2020a): CERL design principles. <https://www.youtube.com/watch?v=8HTh4MYdRGc> (2 minutes)
 - Please download Microsoft Whiteboard app on your computer
- Whilst you work through these resources you should begin to think about what competencies you would like students to develop when you incorporate CERL into your course.

As always please do feel free to share your thoughts here ahead of time. And any questions, please do come back to me.

Best wishes as always

(your name)

Your Science Shop/Learning Circle Co-ordinator

3. LEARNING CIRCLE ON PARTICIPATION

Context

This Learning Circle session is meant to return to the relationship of the stakeholders of a CERL project and make lecturers experience and think about how “their” course might be more open to the other stakeholders, allowing for participation. Considering the potentials of the involvement of the stakeholders of the CERL project into various parts (e.g. co-design, co-facilitation, etc.) comes at a perfect time for the reimagination of the course.



Aim

To support lecturers to think about the CERL project as a partnership and to figure out the potentials and limitations of participation, inclusion and involvement of the various stakeholder into the process and various elements of their course.



Key resources

Moriau, L. et al (2020): Univer.city toolkit.

[VUB_CERL_TOOLKIT_-_PREPARATION.pdf](https://vubcerl.github.io/TOOLKIT/_PREPARATION.pdf) (trellio-attachments.s3.amazonaws.com)

Owen, D. & Hill, S. (2011): Embedding Public Engagement in the Curriculum: A Framework for the Assessment of Student Learning from Public Engagement, NCCPE. https://www.publicengagement.ac.uk/sites/default/files/publication/assessing_student_learning_from_pe.pdf

Arnstein, S.R. (1969): A ladder of citizen participation. Journal of the American Institute of Planners, 35, 216-224.

[Arnstein's Ladder of Citizen Participation](https://citizenshandbook.org/ArnsteinsLadderofCitizenParticipation) (citizenshandbook.org)

Additional resources

Falbo, M. (2015): Essentials of Instructional and Curricular design community engagement. 10-44. <https://www.polk.edu/wp-content/uploads/Curricular-Design-for-Community-Based-Learning.pdf>

Hawai'i Campus Compact (n.d.): Rubric to assess service learning reflection papers. http://www.compact.org/wp-content/uploads/resources/downloads/SL_Reflect_Form2.pdf

Burton, D. (1999). A service learning rubric. VCU Teaching. <http://www.tnstate.edu/servicelearning/documents/reflectionrubric-1.pdf>



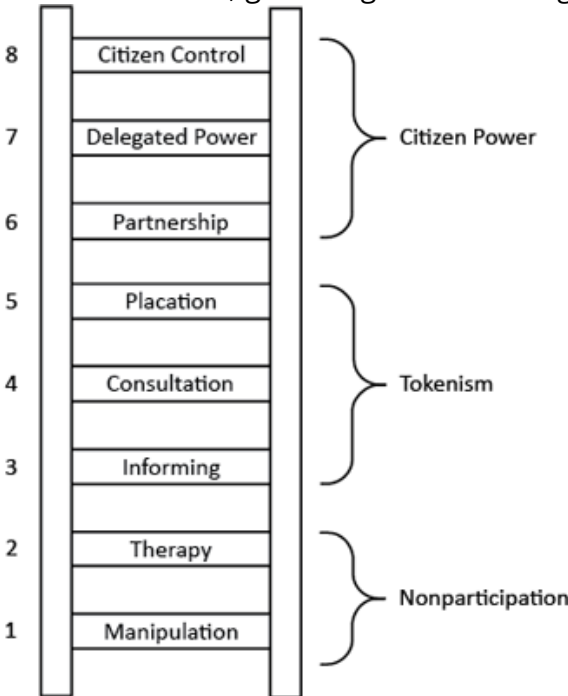


Plan

Online session, 3 hours

Participants: Learning Circle members ; Science Shop staff ; Guest lecturer who is experienced in CERL.

Time	What	How/Details	Who/Tools
Part 1: Lecturers' involvement in CERL			
5'	Meet and Greet	Check-in, Aim and Process of Learning Circle on Participation, Breaks	
20'	Icebreaker – Drawing exercise How do you picture the relationships between the three partners: lecturers, community partners, students? You can start with your own example or with the relationship between the lecturer and the student and add the community partner as a third partner and even the Science Shop or CERL centre as a fourth partner	Everyone draws individually on paper, off the screen in any style, inspired by anything such as icons, word clouds or any other graphics. Afterwards, participants hold up their drawings to the camera one-by-one and pick one thing that they would highlight as the most important from it.	Screenshot all images
15'	Presentation from guest lecturer on how they adapted their course to include CERL Short presentation followed by Q+A from participants.	Lecturer critically focuses on the lecturer's role, inclusion, experimenting with participatory approaches regarding students and community partners, other CERL moments and key learnings.	Guest lecturer
15'	Learning by others – participants in the Learning Circle, or facilitators, can briefly share their own stories about inclusion, collaboration, good and bad experiences – preferably related to CERL.	3/4/5 mini stories. You might like to let participants know in advance that you're going to be asking for volunteers to briefly share their experiences related to CERL in the session, or you might prefer to ask on the spot – in that case the facilitators would need a story from their own experience ready to share, in case no-one responds immediately.	

10'	Break	
Part 2: Lecturers' interaction with contributors: inclusion-participation		
15'	Reflective prompts on the dialogue with, inclusion of the stakeholders of the CERL project	Prompts, see below
25'	Small group discussion – facilitators may join the groups - How and when would you involve your partner in your CERL process – from designing to running and evaluating your project? - How is this level of involvement you would offer to other stakeholders related to your roles as lecturers? - How does this level of involvement fulfil CERL design principles: Authenticity, Collaboration, Transformation? Where are the similarities and differences in your approaches? What did surprise you the most in each other's ideas? Sharing from small groups	Notes in Teams doc
10'	Where are you: Arnstein's (1969) Ladder of citizen participation Introduce ladder, go through the 3 main groups of steps at least.  Type into the chat: where are you currently standing on the ladder, when you think about your engagement with community partners will be? Ask participant to explain their choices, which allows you to have a discussion of various characteristics of involvement.	
10'	Break: open a piece of polling software (e.g., Mentimeter, Vevox, Poll Everywhere...), show how it works, prepare to add questions while Triads are having discussions	
Part 3: CERL in the Syllabus – not adding to it but integrating into it		
40'	Discussion in Triad including individual thinking: the syllabus is a written documentation of our course open to and guiding the students. We might not be able to change it if we're not in charge of the course. But let's suppose we can make suggestions and decisions.	

	Which parts of the syllabus does the CERL project address/do you want to address with CERL?	
	How and where can CERL enter your syllabus? Where would you start? Which part of the syllabus keeps you engaged? Where do not need or want to make changes? What other parts would you want to change? Which parts would you emphasize? How would integrating your suggested changes affect other parts? What resources will you need in order to make your changes happen?	See/use template on syllabus at Triad task 1
10'	In pairs – with people outside your own Triad: share something you took away from the discussion you've just had: Something you really want to do that's positive, and maybe even surprised you, that you can bring to your ongoing individual and Triad work on the syllabus Notice if you talked about competencies as well, and if so, in what ways?	
5'	Closing The three semester 1 Learning Circles are coming to an end, and we are setting up partnerships for your CERL projects. If you have time, you might also like to ask questions, to help you shape the semester regarding Triads, length and frequency, as well as places and topics of Learning Circle.	Using a polling or word cloud software (e.g., Mentimeter, Poll-everywhere) ask participant: What do you find inspiring right now? Make sure to upload their responses into the Teams area for the Learning Circle on Participation, as reminders for inspiration later.



Reflective Prompts

This set of prompts is to be used in the Learning Circle on Participation to support participants to think about how they involve their stakeholders when implementing CERL in their courses.

What is/would be your ideal way to design learning outcomes for students in your course?	
On a scale of 1-10 <i>where 1= in dialogue with students & community partners / 10= by myself, and/or with lecturers co-delivering the course,</i> I am/would be at: 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10	My thinking, approach, etc. which explains my choice of number is (e.g., 4 or 9) ...

What is/would be your ideal way to select/develop/implement teaching methods for your course?	
On a scale of 1-10 <i>where 1= in dialogue and collaboration with students & community partners / 10= by myself, and/or with lecturers co-delivering the course.</i> I am/would be at: 1 – 2 – 3 – 4 – 5 – 6 – 7 –8– 9 – 10	My thinking, approach, etc. which explains my choice of number is ...
What is/would be your ideal way to evaluate student work in your course?	
On a scale of 1-10 <i>where 1= in dialogue and collaboration with students & community partners / 10= by myself, with lecturers,</i> I am at: 1 – 2 – 3 – 4 – 5 – 6 – 7 –8– 9 – 10	My thinking, approach, etc. which explains my choice of number is ...



Triad task

The aim of the third meeting is:

- to integrate CERL into course syllabus
- to design a future journey from prompt to desired visionary changes in CERL teaching

Resources:

All resources offered so far, especially

Boland, J. A. (2014). Orientations to civic engagement: insights into the sustainability of a challenging pedagogy. *Studies in Higher Education*, 39 (1), 180-195.

<http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf>

Tassone, V. & Eppink, H. (2016): The EnRRICH tool for educators: (Re-)Designing curricula in higher education from a “Responsible Research and Innovation” perspective.

VUB (2020a): CERL design principles. <https://www.youtube.com/watch?v=8HTh4MYdRGc>

Additional resource for this Triad:

Owen, D. & Hill, S. (2011). Embedding Public Engagement in the Curriculum: A Framework for the Assessment of Student Learning from Public Engagement, NCCPE.

https://www.publicengagement.ac.uk/sites/default/files/publication/assessing_student_learning_from_pe.pdf

The third Triad meeting shall be preceded, again, with individual work in two tasks. Ideally, these preparatory tasks lead to sharing, discussion, and reflection during the Triad meeting.

Task 1: Integrate CERL into Syllabus

Individual work: participants bring to the Triad meeting a list of considerations and (if possible) changes (they suggest) to the various parts of their course syllabi.

Guiding questions:

- How does the integration of CERL shall be transparently and explicitly introduced to the course syllabus?
- What are the already existing CERL features of the course that could be explicitly included in the course syllabus?
- What are those new elements and considerations in relation to CERL to be introduced?
- And overall, what is syllabus for you? Does it work as a teaching material in itself or as a tool for expectation management, or...?

	Considerations	To be changed, included (please use the language of the course here)
Course Title		
Aim		
Teaching Methodology		
Assessment		
Topics		
Timing		
Other:		

Task 2: Dream a little and dream big

What to change, reimagine, redesign in order to integrate and embed CERL in the curriculum? How can student learning and community partners be served best via teaching and research in higher education? How can you contribute to that the most and the best?

After looking at the syllabus of your course for the next semester (Task 1), move further on within your course and maybe outside your course, on various timelines and scales.

Column 1: You have made changes to the syllabus to make CERL more explicit and integrated. What other prompt changes can you think of in your course for CERL? Think about those requiring no approval, or where approval will be easy to obtain. (You may also list the changes you identified in Task 1.)

Column 2: What changes would be slightly more ambitious and might require a bit more time and perhaps going through some kind of formal approval process? What is the timescale for that? What do you need to do to make the change come true?

Column 3: What would be the ideal you would like to do if you weren't restricted by formal processes, limited resources, existing structures, etc.? Take the chance to dream about what you would do if it was totally in your control (in the selected course and beyond).

Please enlarge this table according to your needs, more rows can be added.

	1. Can happen now	2. Can happen in the short run	3. Dreaming big for the course and beyond
To be changed	e.g., Update assessment to include CERL	e.g., Reword second learning outcome to include community partner	e.g., Review another full course to embed CERL in activities, assessments and learning outcomes
By (date)	Dec this year	June next year	Dec next year
Resources, support needed AND/OR opportunities available	see Owen & Hill (2011)	need Head of Department agreement	Co-opt colleagues, students of the program (New) university strategy offers an opportunity
To be changed			
By (date)			
Resources, support			

needed AND/OR opportunities available			
To be changed			
By (date)			
Resources, support needed AND/OR opportunities available			



Joining information

Dear Learning Circle participants,

This is a reminder that our **next Learning Circle** session will take place on (date and time). We'll send you an invitation shortly.

We know that things are really busy at the end of semester, so **pre-reading for this Learning Circles** is definitely optional! If you have time, we would suggest you read pages 3-15 of the following resource on preparing to run CERL projects: Moriau et al (2020): Univer.city Toolkit, https://trello-attachments.s3.amazonaws.com/5f91d3343822d51bec037e78/5f9313b3ff3c7d7bc5ac9056/b758bf6961e4358a94c1ae1a55ed9ce4/VUB_CERL_TOOLKIT_-_PREPARATION.pdf. If that's not feasible for you, don't worry about it, you can keep it as a resource for later. Just a reminder that if you'd like to meet us individually to discuss your CERL project plans, you can contact us.

All the best,

(your name)

Your Science Shop/Learning Circle Co-ordinator

4. LEARNING CIRCLE ON EVALUATING A CERL PROJECT

Context

You will find two outlines here: one focusing primarily on student evaluation in a CERL project, the other is a self-reflective session about and for the lecturers. The latter is planned as an online session, the other can be facilitated both in-person and online. As for their timing: we first had the student evaluation session at the end of the semester – at about the time for student evaluation –, which allowed for reflection but obviously it was rather a retrospective view. To allow for reimagining student evaluation this session may come much earlier. As we recognized, thinking about the evaluation along and at the end of the CERL project can actually be a great starting point for reimagining a syllabus.



Aim

To support lecturers to think about how to evaluate the CERL project with all participants, in order to capture as many of the dimensions of CERL as possible (from outputs, to process, to relationships).



Key resources

Campus Engage (2018): Engaged research planning for impact Society and Higher Education Addressing Grand Societal Challenges Together. A how to guide.

http://www.campusengage.ie/wp-content/uploads/2018/12/Campus_Engage_Impact_Framework_May_2018_Web.pdf

Campus Engage, Community Engaged Teaching and Learning. (n.d.). Campus Engage Ireland, <https://www.campusengage.ie/our-work/making-an-impact/community-engaged-teaching-and-learning/>

Reference framework of competences for democratic culture (2018): Descriptors of competences for democratic culture, p 63.

<https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>

The Irish National Framework of Qualifications (2020): Referencing to the European Qualifications Framework and Self-Certification of Compatibility with the Qualifications Framework of the European Higher Education Area, pages 120-121. (Note: these are specific to Ireland, you might like to include ones from your own national or regional authorities)

<https://www.qqi.ie/sites/default/files/media/file-uploads/NFQ%20Referencing%20Report%2012-2020.pdf>

United Nations (2018). Sustainable Development Goals (SDGs)

<https://www.un.org/sustainabledevelopment/>

Falbo M. (2015). Essentials of Instructional and Curricular Design for Community Engagement. p 10-44

<https://www.polk.edu/wp-content/uploads/Curricular-Design-for-Community-Based-Learning.pdf>





Plans

1. In-person session, 1,5 hours, at the venue of a Community Partner or at the university

Participants:

Learning Circle members

Science Shop staff

Community partner – if the session is at their venue

When	What	Who/Tool
7'	Meet and Greet • Today's topic: evaluation of CERL projects • Today's process: individual and group work Icebreaker: face & eye self-massage as treat for ourselves in the student evaluation times of the semester Alternative icebreaker: Walking exercise – ask participants to walk from one end of the room/space, which represents the beginning of the semester, to the other end of the room, representing the end of semester, and turn around and look back: what is the best thing they would like to see happening with regard to the (student work in the) CERL project	
10'	Mapping the diversity of student work and its evaluation among Learning Circle participants – Walking or drawing exercise Some questions require a continuum, others need groups, therefore think about 1. having a continuum, either in the room from one end to the other, or on paper/online doc. Ask participants to stand/write their names on the relevant part of the continuum as answers to the questions. 2. having 2-3 places/circles in the room/on the paper for questions with distinct answers. Questions: • How many of your students in the course are working on CERL project? 1 – 1 group - some groups - all groups/students • How much choice do your student have? none, if she is in the course, it is compulsory to take part in a given CERL project – some, she can choose from multiple CERL projects – some, she can opt for	Space, papers, pens

	other, but CERL project – she can choose not to have a project at all • If there are 100 points a student can earn in your course, how many of them come from the CERL project? 0-100 • Who are taking part of the evaluation assigning points to the student? Student – Community partner – Lecturer • Who are providing oral/written evaluation and reflection about the CERL project? Student - Community partner – Lecturer Take phot/screenshot about the diversity at each question. You may also want to ask participants in certain positions to elaborate on their practices.	
10' 2' intro, 8' reflection	Reflecting on diversity – Small group/pair discussion Group people for maximum diversity: participants with different choices in the previous exercise. Note: If there is no real diversity, and choices are very similar, than ask participants in group to think about options different from their practices. Guiding questions for small group discussion: • Experiencing this diversity of the practices of participants, what do you think? • Can you imagine implementing something totally different from yours you just heard today? What and Why? What not and why? • Give your explanations: why do you do it as you do it? • What do you want or need to consider when evaluating CERL? What CERL elements would you like to evaluate? • CERL involves partnership and collaboration, co-creation, and addressing the question or idea provided by the community partner. How might you find, and evaluate, evidence for these aspects of CERL in the process (e.g., the students' relationship with community partner when working together), in the outputs of the projects, or in other aspects of the project? Highlight major learnings in the group in the notes on Flipchart	Discussion tables, pens, flipchart paper Notetaker in group
20'	If session is at community partner's venue or partner is invited to the session:	Community partner joins

	Community partner's experience on evaluation Questions to community partner: • In your previous CERL project(s) what did you know about student evaluation? E.g., do you know ◦ the percentage of points students received for this assignment? ◦ the evaluation criteria? ◦ the results/grades students actually received? Etc. • How have you evaluated the work of students? (oral-written feedback, at the presentation - afterwards, with-without points, discussing results w lecturer? Etc.?) • What is your take on student evaluation? How in/convenient? What are your preferences in this? What level of involvement would be ideal for you? Short Q&A, farewell to the community partner if needed	
15'	Individual reflection: Reflective prompts on student evaluation in participants courses	See prompts below
25'	Lecturer's experience of embedding CERL in student evaluation Short presentation and Q&A on how, when and for what evaluation was reimagined – what has CERL brought into evaluation. Her considerations, difficulties, learnings, achievements and results. We had a lecturer who titled her presentation as “All the planning mistakes”, speaking about their CERL project which was perceived as huge success by students and community partners, but the lecturer now believes that it was a mistake to missed out co-planning on evaluation, CERL design principles of authenticity, not including student reflection in the process and missing a midpoint evaluation with the partner. She thinks they missed the opportunity to provide feedback on e.g., the very consultancy type of language of presentation.	Guest lecturer
3'	Closing: Recommending resources on evaluation (see Key resources above) Photo with contributors	

100

Participants:

Learning Circle participants

Science Shop staff

[illegible]

	If you're finding it hard to get started, you can think about the three dimensions of task, process, relationships, as each of these could be a thing you would like to evaluate with the participants on your CERL project.	
	Partners Tr Resource Network TASK, PROCESS, RELATIONSHIPS TASK / RESULTS (What) Achieving Results Reaching Goals Fulfilling agreements Delivering on Time Producing Good Quality Work PROCESS (How) Clear Processes Agreed Procedures Clarity about Roles Shared Responsibilities Agreed Decision-making Approach RELATIONSHIPS (Who) Respect for Each Person Trust Mutual Support Managing Differences Valuing each Contribution © PARTNERS (TRAINING FOR TRANSFORMATION) email: partners@trainingfortransformation.ie webpage: www.trainingfortransformation.ie 24 Northbrook Road, Ranelagh, Dublin 6, Ireland Tel: +353 1 607 3440	
5'	Very short full group feedback session: Is there any one burning question or great idea that came up in the discussion that you really want to share? 1-2 minutes per group if they want to share something	
4'	Introduce useful resources for evaluation/impact: introduce Campus Engage impact categories, and impact measurement guide, also reminder re UN SDGs, NFQ descriptors, and Council of Europe attributes for democracy – listed above in Key resources.	
5'	Thank you and wrap up, remind participants of the next meeting date. Please do email us your individual reflections (or whatever in your reflections you're happy to share) – if you wrote them by hand, just take a photo and email them to us.	
5'	Check out: Let's go back to the rainbow – if you were a colour right now, what would you be, and why (it may have changed, or be the same).	



Reflective Prompts

This set of prompts used in the Learning Circle on Evaluating the CERL project aims to raise participants' awareness of their explicit and implicit prospects and limitations with regard to shared and co-designed evaluation.

Based on the practices heard from peers in Learning Circle, how do I see the evaluation of the CERL project in my course?	
On a scale from 1-10, where 1=poor/ 10= perfect 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10	What does this mean? (e.g., 4 or if it's 9) What is it that your take with yourself for sure? What would you change?
At this moment, how clear is the level and way of the community partner's involvement in the evaluation of student work to me?	
On a scale of 1-10 <i>where 1 = not clear at all, I have not been thinking about that yet 10 = fully clear, everything is decided</i> my thinking at this moment is at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	My number (e.g., 4 or 9) means, that ...
How happy and open am I to co-plan the evaluation of student work with the community partner/Science Shop?	
On a scale of 1-10 <i>where 1 = not at all, it is my exclusive responsibility as a lecturer 10 = absolutely happy, this is how I see the substance of cooperation and promote learning outcomes the best</i> I am at: 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	My number suggests that ...

5. LEARNING CIRCLE ON STUDENT CERL EXPERIENCE

Context

We have been playing around with the idea of involving students – as one of the key stakeholders in CERL partnerships and projects – on a more or less regular basis, or even as participants in Learning Circles. The focus of CIRCLET made us concentrate on lecturers especially in the first months, therefore, students themselves did not become part of the process. Since their stance on CERL projects is of great value for lecturers, we finally developed a Learning Circle session with students. You will also find a variation of this session including all key stakeholders in the chapter on Activities for exploring CERL in a similar fishbowl format.



Aim

The focus of this session is: What brings quality and partnership to the table? What can Learning Circle participants learn from listening to an “uncut” version of their students discussing their lived experiences of their course projects?



Plan

Online session, 1,5 hours

Participants:

Learning Circle participants

Science Shop staff

Students with CERL project experience

When	What	Who/Tools
20'	Meet and Greet We started this session right away in breakout rooms in Triads because we wanted to support the Triad process. If there is no need for that, a regular plenary start with warm-up is totally fine. Introduction: We are going to watch and listen the uncut version of a student discussion in a pub/café after a CERL project. Is there anything you have always wanted to ask your students regarding CERL projects? Please write your questions on a scrumblr board for the students.	Scrumblr
	In parallel students' arrival and warm-up . Many of them see each other for the first time. We invited 7 students including alumni from various levels of studies: BA, MA, PhD with CERL projects in previous semesters.	Pub background for students

	They have received instructions beforehand, now warm-up & scrumblr board. Instructions: We ask them to have a free flow of discussion about the CERL project they participated in as they were in a pub with friends. They will be the only ones with camera and mic on – and also with a background from the same pub nearby the university. All Learning Circle participants and facilitators will be silent viewers and listeners, who can only interact via scrumblr where they put their questions before and along the pub discussion. Please ignore the audience and try to be as informal as you can. This is actually a fishbowl exercise: students are the fish in the bowl, and lecturers are the viewers-listeners of the fishbowl. In this version of the fishbowl, interaction takes place via a scrumblr board. scrumblr board: The first questions of lecturers are already there. Students can place a dot on the post-is they find interesting – they can incorporate it into their discussion, interact with each other about it. The questions prompt students to recollect their experiences as much as they can. The aim is to highlight the reality of students through their lived experience	
10'	Welcome, agenda and topic of the session, getting to know each other: ss informal as possible to help the students settle in. • One lecturer from each Triad introduces colleagues briefly. • Science Shop facilitator introduces students one by one briefly including the course and the CERL project. We ask students to say just one word about their CERL project at this phase, to start using their voice.	
35'	Students talk - discussion about their lived experiences around the topic on the post-its from scrumblr Students choose a question and start sharing what they recall about it. They don't have to answer all questions! The idea is to gain an insight into what it was like for the student. Screenshot with and without the lecturers, the two groups depart.	Check cameras-mic are on/off properly Screenshot
20'	How was it? Group discussion or individual reflective journaling Reflection after listening to the students' discussion In parallel in a break-out room with the students Debriefing and appreciation. Thank them for their time and insights	Prompts See below

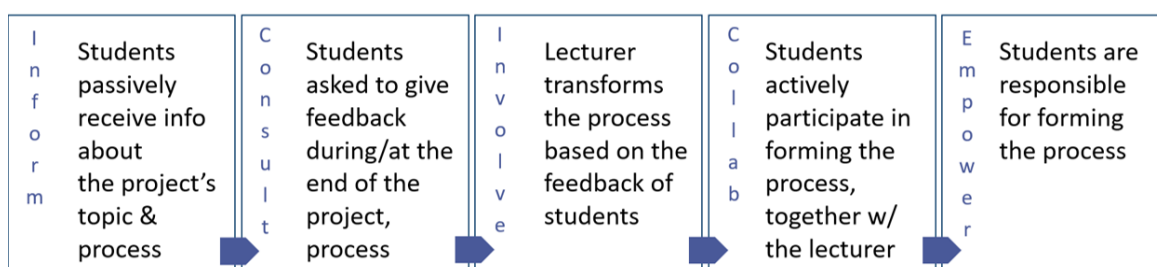
5'	Check-out: Make an emoji face showing how you feel now. You may want to share experiences with colleagues outside the LC about the session and how listening to students' experiences has influenced your own learning and decision making about your course,	Screenshot
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Reflective Prompts

Student Engagement Continuum, adapted from Arnstein (1969) and IAP2 (n.d.) – How do you interpret the scale and your course on it?

Where do you think your project to be on this scale?
If you redesign it, where will you plan it to be?



What are the characteristics of your course that underpin your choice on the spectrum above?

Based on your course project experience and what you have recently heard, how do you rate the commitment of your students working on a project? What can you do to increase or decrease it?

On a scale of 1-to-10, where 1=they couldn't be less committed / 10= they couldn't be more committed
1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

Please elaborate on the selected number.

How do you rate your students' learning from each other, their relationship? What can you do for this/against this? What is your wish...? How do you hold space for this?

On a scale of 1-to-10, where 1=it does not exist / 10=couldn't imagine it to be more close, fruitful and mutually beneficial
1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

Please elaborate on your number.

6. LEARNING CIRCLE ON LEARNING GOALS VIA PEER COACHING

Context

This is a session to support peer learning in the Learning Circles and Triads. It builds on the partnership and collaborative nature of CERL, however, it fundamentally aims for creating the sense of community, strengthening relationships and support among participants, recognizing the potentials of peer support and learning. CERL is still in the focus by the CERL-related learning goals of participants they work with. Thus, peer coaching is the methodology used here, and the CERL topic varies according to the individual learning goals of the Learning Circle participants. We were not emphasizing coaching, but rather speak about peer support.

We ran this session at very different times of the Learning Circle process. Once the session took place close to the beginning, with the primary aim of setting the scene for peer learning and the Triad work. This methodology was offered as a potential way of working together in the Triad meetings later on. We also experimented with it towards the end of the academic year and the Learning Circle process, in order to pave the way for future learnings and relationships started in the Learning Circle. With a different emphasis both worked well as a session. We might have had more substantial impact with peer coaching on learning goals when it was inserted into the beginning of the Learning Circle process.



Aim

To support participants to

- become more aware of and deepen their own learning goals
- experience the collaborative peer learning group in action
- observe and give feedback while being present and none-evaluative, non-judgemental



Key resources

To learn more about reflective peer coaching see e.g.:

Vidmar, D.J. (2005): Reflective peer coaching: Crafting collaborative self-assessment in teaching. *Research Strategies*. 20(3): 135-148.



Plan

Online session, 1,5 hours

Participants:

Learning Circle participants

Science Shop staff

Time	What	Who/Tools
5'	Meet and Greet Warm-up targeting change: Change/move 3 things/objects in your setting around you/on you to have a change, a different context, view point. Please make at least one of those visible to others in the call.	
5'	Introduction: deepening our learning from each other by the principles of Peer-coaching If experiential learning is used as a framework in your Learning Circle process, you may want to connect the reflection on personal challenges and learnings and learning goals to the Kolb-cycle. Peer support in peer coaching will have certain steps of sharing and asking explorative questions. The aim is to support the individual to have a comprehensive understanding of her own learning goal. It is non-judgemental; open questions are at its core to explore roots, features, etc. of the challenge; no alternatives, solutions are given to each other's challenges. Instruction: Find a challenge – something that bothers you with regard to your skills of doing CERL. Think about it in your Reflective journal and formulate a learning goal. This is going to be discussed with your peers, thus shared.	
20'	Reflective journaling I. Set your learning goals as a lecturer for CERL. Start with identifying a current challenge of yours you recognize at this moment. Identify outcomes : how do you know you are heading towards your goal? (remember, outcome applies to you, not your students, bosses, performance indicators.) See prompts below in the Reflective journal prompts part.	Online doc with prompts shared or Reflective journal page set up in e.g. OneNote.

45' (intro & 2 rounds, if possible)	Peer coaching Triad work Structured discussion with defined roles: • person introducing her learning goal – gets questions to articulate the goal better, so she gets to understand it more • person asking questions – provides support by asking open, explorative questions to deepen understanding (e.g., how did this become important to you?) they can get questions, too Min 3 kinds of questions to experiment with • observer and feedback giver – asks questions regarding the process after the explorative part finished, shares impressions, observations of the process. May collect best open questions that can work for other learning goals to be explored [this collection can be turned to a tool, resource on the level of the entire group] Please select roles and run a round: 10' presenting and discussing the goal of one participants with questions from another participant + 5' feedback-questions by the third participant, and an overall 5' feedback: How was it? How did the others experience it? Then swap for another round. Be sure both rounds receive equal times. Book next meeting of the Triad.	With or without facilitator. We, as facilitators, joined the Triads and introduced steps, role there, it can happen before the breakout rooms .
10'	Reflective Journaling II. First reflections after Triad work on the process as well as on the learning goals. How has your understanding of your learning goal deepened? You may want to rewrite, rephrase or add to your learning goal.	See prompts below
5'	Check-out: How are you moving forward: what shoes do you have on? Click on exercise in Mentimeter/Poll Everywhere/etc. including different kind of shoes from e.g. stilettos to hiking shoes	Clickable picture with shoes



Reflective Prompts

Instruction to participants:

What are you preoccupied about – what is dawning on you about that situation?

With your current knowledge, what does your experience gained from the Learning Circle and your course highlight, what would you like to learn even beyond the Learning Circle?

I choose this CHALLENGE because it interests me the most right now:

How big of a problem is this for me now?

On a scale of 1-to-10, where 1=not a problem at all, doesn't bother me / 10=it blocks my work, I'm stuck

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

What does my number mean?

What do I have to learn in order to move one unit on this scale and improve the situation?



Triad task

Continue collaborative learning in mutually supporting conversations by discussing every Triad member's learning goal from the remaining round(s) started in the Learning Circle session.

Reflective prompts after the Triad discussions:

This is what I have observed in these conversations with regard to the questions:

This question was the most useful / most inspiring / most empowering / the best:

This goal inspired me the most (it could be my own or someone else's):

This is how my learning goal has changed as a result of the Triad discussion:

7. LEARNING CIRCLE TO SHOW & TELL

Context

Commonly we think of a 'Show and Tell' session as something practiced in a childhood education setting where children share stories about a particular object or toy and sometimes even people can be involved such as grandparents or parents. In this space children connect with each other, they become active participants and collaborators in conversations and build friendships over shared common interests.

This interactive collaborative exercise works well for the final Learning Circle session of an academic year. As the aim of Learning Circles is to support educators to reflect on and reimagine their courses and courses to embed CERL through peer learning the 'Show and Tell' session provides the perfect space and opportunity to do this. It allows the participants to share and discuss the real-life story of their CERL project or plans with others who have a similar interest in CERL. It can feel like a lovely celebration to end the year of collaborative work.



Aim

- To provide support for participants to reflect on their CERL project, or project plans.
- To create a time and space for participants to share and celebrate their CERL project or plans (provide time to highlight progression and to celebrate CERL projects; provide a space to discuss the challenges/opportunities that occurred).
- To provide a space for participants to listen, learn and offer support and/or feedback/advice to each other to build a positive engaged culture around CERL.
- To create a set of case studies in the shape of videos and written case studies to inspire other lecturers to build CERL into their teaching. Thus, the sessions can be recorded.



Key resources

Otago Polytechnic's guide on Reflective writing, adapted from: Rolfe, G., Freshwater, D., Jasper, M. (2001). Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan.

<https://www.op.ac.nz/assets/LearningAdvice/d0a1fac268/Reflective-writing.pdf>

University of Cumbria (n.d.): Gibbs' Reflective cycle.

<https://my.cumbria.ac.uk/media/MyCumbria/Documents/ReflectiveCycleGibbs.pdf>

Moon, J. (2004): A Handbook of Reflective and Experiential Learning, Routledge Falmer, London. 50-page excerpt on Resources for Reflective Learning,

<https://dera.ioe.ac.uk/12995/1/4215.pdf>

CIRCLET (2022): CIRCLET case studies. <https://circuit.eu/case-studies/>



Plan

Online session, 3 hours

The Show and Tell session may be run online or in-person. This plan was designed for 8 participants. This Learning Circle session is **recorded** so that case studies can be produced therefore **consent** is required at the start of the session from participants. We recommend clarifying that we will come back to participants with draft edits of their presentations to use as case studies. They can then ask for further edits. Once they are happy with the presentation, they will then need to share it with their community partner and ask their consent to turn this into a public resource, or if they'd like small edits made to it. Once everyone agrees, it can go in the public domain for others to learn from.

Participants:

Learning Circle participants
Science Shop staff

Time	What	Who/Tool
5'	Meet and Greet	
5'	Icebreaker: relaxation/ positive change piece or simple breathing exercise	
50' (10' per person incl. disc.)	Show and Tell (x 4 people) Clarify Chatham House Rules. Check consent to record this section. 1. xx:10 Insert Name 2. xx:20 Insert Name 3. xx:30 Insert Name 4. xx:40 Insert Name Any comments, questions, feedback, responses to what you've heard?	Recording starts if consent Slides, resources of participants
10'	Break	
40' (10' per person incl. disc.)	Show and tell (x 3 people) 1. yy:10 Insert Name 2. yy:20 Insert Name 3. yy:30 Insert Name Any comments, questions, feedback, responses to what you've heard?	Slides, resources of participants
10'	Break	
20'	Show and tell (x 1 person) 4. zz:zz Insert Name	Slides of participant

	Any comments, questions, feedback, responses to what you've heard?	
25' (4-5' refl)	Peer support and Development Opportunities Discussion on how to develop and support this work – how about this peer network, is it self-sustainable? (Managing expectations) 1. What did you contribute to the Learning Circles (full group or Triad) this year? 2. What did you get from it? 3. Where is your energy now in relation to working with this peer group– what, if anything, excites you? 4. How could we collectively build on your energy to make these peer supports self-sustaining? 5. What practical next step(s) might you be interested in leading on or supporting on? 6. Are you thinking about producing any outputs other than your CERL projects – e.g., blogposts, journal articles?	
10' (2' per person)	Closing - Exercise What I liked or learnt most about working w/ the Learning Circle this year Type into the chat If you need software for video editing: https://screencast-o-matic.com	Chat
5'	Check out	



Reflective Prompts

Series of Reflective Prompts to send to participants in preparation for the session:

Questions/prompts for sharing your CERL project(s) as a case study:
Your CERL project title/1-line summary
Facts and figures: • Your name (and name(s) of any other supporting academic staff) • Name of course and programme, level of study (e.g., BA, MSc), year of programme (e.g., 3rd year students) • Name of community partner (and/or any other supporting partners, e.g., industry mentors) • What did you change about your course in relation to CERL? (Can you include any tangible documents, if relevant - e.g., course descriptor, learning outcomes, assignments?) • How it was taught (or will it be taught) – e.g., number of students, did they work in groups, when did they meet the partner, how did the project proceed, reflection done by students, evaluation and/or formal assessment of their learning, technology used, anything you would recommend?
Benefits of, and learning from, your reimaged CERL course(s) (planned or delivered): • What do you think the students learned/ how do you think they benefitted (or will they, based on your plans)? • What did you learn/ how did you benefit (or will you, based on your plans)? • How did you overcome any challenges? • What do you think were the benefits for community partner(s), how were their goals supported? (Or will they be, based on your plans) Is there a particular Sustainable Development Goal that you feel the project aimed to address? • What advice would you give to another lecturer considering doing CERL?

Creating written case study and videos

The 'Show and Tell' session lends well to creating videos and written case studies which are excellent resources for other lecturers who want to learn about embedding CERL in their teaching. Lecturers prepare PowerPoints in advance of the session, and these are edited along with the real-life story during the session from the lecturer to complete the case studies videos. The videos can be edited using online video editors such as for example: screencast-o-matic.

The written case studies can be created from the information provided in the videos.

Sample CIRCLET template for written case study:

Who completed this template: Date template completed: How information was collected: via online case study presentation (recorded)	<i>The information we are collecting is for use in the CIRCLET project. We will use the information you provide to share good practice across the Consortium, to contribute to our final report and to develop case studies of good practices on our website. Nothing will be shared publicly without your approval.</i>
Name of the participant and other supporting staff if relevant	
Name of the module and discipline, level and year of study and any useful background info	
Name of community partner and/or any other supporting partners (public or private sector)	
CERL project title(s) – (10 words concise description)	
What you've changed about your programme/course in relation to CERL	
Can you provide any tangible info – e.g., module descriptor, learning outcomes, assignments, assessment criteria	
How was it taught: • number of students • student groupwork or individual, • how they worked with the partner, • how the project proceeded, • any reflection done with students, • evaluation or formal assessment of their learning, • tech used Anything else interesting?	
What did your students learn or how will they benefit?	
What do you think the benefit was to the partner? Do you have any feedback from the partner?	

How could/will you improve your CERL teaching practice next time?	
Any challenges and how you overcame them	
Advice you would give to someone starting a CERL project with students?	
Anything else you want to do, moving forward with your CERL practice?	



Joining information

Sample email excerpt to Learning Circle participants in preparation for the Learning Circle 'Show and Tell' session. In advance of our final Learning Circles 'show and tell' session on xxx, please find attached a short series of prompts to help you to prepare your presentation to the group. Your presentation can be as formal or informal as you like, you can prepare slides or just talk about your experiences – you will have 10 minutes for your 'show and tell', which ideally should involve about 7 minutes of presentation and then time for questions for your peers, but it's up to you how you use the 10 minutes. We would like to record your presentations, and we hope to edit these and use them as 'case studies' on the CIRCLET website, to inspire other lecturers to build CERL into their teaching, with your consent

V. INTERNATIONAL LEARNING CIRCLE

In the first iteration of the International Learning Circle (ILC) we had two separate tracks – International Learning Circle Research and International Learning Circle Practice – based on consultation and interest within the consortium and with local Learning Circle participants. The goal was to make research feel more achievable for those who potentially are on a teaching track but want progression within it, but also holding space for those who are mainly focused on practice. However, participants went to sessions on both tracks so the second time around we decided to combine them.

In this chapter, we are providing insights to Practice and Research tracks of our International Learning Circle. These were designed collaboratively by partner universities, and the 3 + 3 sessions were run in parallel in one semester. All sessions were designed to enable learning through personal reflection and collective exchange, so every exercise was designed for personal reflection work and group discussions. We used breakout rooms for the smaller group exchanges, and online tools (scrumblr, padlet, Miro) on the Teams call for collecting everything shared that later could also be revisited and used as a resource by participants.

Research track was planned as a process, based on three 1,5 hours sessions, therefore at the very beginning we asked for registration for all the workshops. The participation at all three sessions was not mandatory, but highly recommended – the aim really was to start building working relationships and an initial knowledge base on how to do community engaged research. Participants took this request seriously but even so there was not fully consistent attendance due to scheduling clashes, and plans had to be adjusted for that. The Practice track also had a logical lined, but here we assumed people may drop in for certain sessions of their interest, thus the sessions of the track were not interconnected as much as in Research.

You will find a brief overview of the Practice track and a detailed process description with resources and session outlines for the Research track [here](#).

1. INTERNATIONAL LEARNING CIRCLE – PRACTICE

By offering a practice track our main goal was to give participants the opportunity to discuss their practices, exchange their previous experiences and current learnings and ideas, share their dilemmas and new plans and gain inspiration through their discussions to further their learning on CERL. We also wanted to provide an opportunity for learning specifically to participants who are primarily on teaching tracks for their careers and who do not have research as a significant part of their role.

Teaching with community partners unearths all sorts of challenges and opportunities. Therefore, we designed three consecutive Learning Circles under this track, all sessions to address a particular theme connected to practical issues when teaching and learning with community partners.



1. **Community engagement** – This session supported participants in discussing their dilemmas or challenges in relation to working with community partners with each other and with our invited contributor: Niamh Farrell, Centre Manager of Quarryvale Community and Youth Centre, in Dublin.

2. **Student engagement** – This session enabled participants to reflect on their views and existing practice in relation to students' skill development, evaluation, reflection. etc., then to discuss their dilemmas and challenges with Valentina Tassone, researcher and lecturer at Wageningen University.

3. **Visibility** – This session framed exchange on evaluation and promotion of participants' work in different contexts like public sites, policy making, award systems, etc. This time our invited contributors were Eileen Martin (Queen's University Belfast) and Sinead McCann (Technological University Dublin) Science Shop practitioners, sharing their experiences around the dissemination of and visibility CERL.

Based on each theme we invited speakers to support and bring their experience and expertise to the discussions and we also asked them to take a role of giving feedback to participants questions while also deepening our discussions of the raised issues.

The Learning circles were planned for a duration of 1,5 hours each and attended by all together 15 international participants across the consortium.

2. INTERNATIONAL LEARNING CIRCLE – RESEARCH

The sessions in this track were planned in a way to facilitate relationship building while offering content aimed to support community engaged research and learning. The planning took into consideration the diversity of the participants – various professional backgrounds (e.g., engineering, social sciences, management or medicine), different level of experience with community engaged research (from no experience at all, to very experienced community-engaged researchers).

There was also dedicated attention to establishing a relationship between teaching and research, supporting participants in finding possible answers to the question of how to do research on their community engaged teaching, and how to feed back the research results into the teaching process. Overall, the aims of International Learning Circle research track were twofold:

- Create a space where participants work together on how to do research with community partners and students and how to integrate research into teaching (research happens within educational frame),
- Networking, where participants could start thinking about future shared interests and/or (trans-institutional) collaborative projects.

The themes of the session:

1. **Mapping and Matching** – Research in CIRCLET, learning about each other's fields, questions, and approaches

2. **Research Methodology** – learning from each other, and invited guests, about different research methodologies, and theoretical approaches used to do research with community partners. Exploring enablers and barriers and finding resources to cope with the latter.

3. **Impact** – What kind of impact is desired and possible? How to make your research useful for your stakeholders? Academic impact and beyond.

Please find their outlines on the next pages.

1. Mapping and Matching



Aim

To get to know each other's research interests in terms of CERL, ongoing projects and to explore ways of starting to do research together



Plan

Time	What	Who/Tool
15'	Meet and Greet Agenda setting: aim and format of the Research Track & this Session Icebreaker: self-introduction, grasping the diversity of the group – introduce yourself via an object you choose from your close surrounding	
10'	The Community Engaged Research Continuum – theoretical introduction (see the continuum on Padlet below) The main message of the theoretical introduction is, that empirical studies point at the lack of reciprocal interactions between teaching and research, and predominance of expert/lecturers-driven formats, although research results also show - that both students and lecturers value cross-interactions/linkages of teaching and research, and - that the most effective/impactful learning experiences involve a diversity of approaches, but emphasis should be placed on learner-centered ones, giving participants an active voice and choice in the design of learning activities.	Padlet
10'	Introducing group work on the continuum Two breakout rooms with the community engaged research continuum: one group reflecting on their own community engaged research projects from students perspective, while the other group is doing the same from the community partner perspective. Supported by padlet, participants can share a brief description of one of their community engaged research along the community engaged research continuum. Instructions: Think about a community engaged research project you've been involved in. Where would you position this project on the CER-continuum, based on the level of student/community partner participation?	

	Describe the project very briefly. Click on the plus under the column title to make a new item. List project name/title, disciplinary field, topics addressed, community partners and/or student groups involved, student/community partners contributions and outcomes. You can add a second, third, fourth project... if you want to. The padlets remain open throughout the whole International Learning Circle Research process, encouraging participants to add to it, and to familiarize themselves with their colleagues' research and is shared with all registered participants, even with those who finally did not come to the first session, in order to provide the opportunity to join: to learn about others and to add own profile.	
30'	The two breakout rooms are facilitated by organizers. Participants in the breakout rooms are allocated before the session based on the registrations, looking for a diversity of participants from the different institutions, while also looking for commonalities, thus increasing the possibility for new cross-institutional/disciplinary projects. - put your research/case on the continuum: 5' individual reflection & writing 15'sharing & discussion of your research/case 10' discuss barriers and enablers for increasing the level of engagement	Breakout rooms
10	Sharing key insights 2' per group followed by Q&A This was also taken by the planning/facilitating team as an important input for the next sessions – where is theoretical/methodological support needed.	
5	Closing and next steps Consent to share participants info with each other Farewell: brief and symbolical – each participant reaching out with their hands, so on the screen a symbolical circle was formed	

padlet

lindemontau1 · 24 uur

Community Engaged Research - Community Partner Perspective

INSTRUCTION

lindemontau1 · 24 uur

STEP ONE

(1) Think about a community engaged research project you've been involved in. Where would you position this project on the CER-continuum, based on the level of community partner involvement?

(2) Describe the project very briefly. Click on the plus under the column title to make a new item. List project name/title, disciplinary field, topics addressed, community partner and/or student(group)s involved, partner contribution(s) & outcomes.

(3) You can add a second, third, fourth... project if you want to.

INFORM (community partners are passive information receivers)

CONSULT (community partners are asked to give feedback throughout / at the end of the project)

INVOLVE (community partner opinions and feedback are reflected in the project set-up and output)

COLLABORATE (community partners are actively contributing to the project process and outputs)

EMPOWER (community partners take leadership of project)

2. Research Methodology



Aim

To learn about participatory research, combining expert presentation with peer learning. To support participants to familiarize themselves with each other's research, and also to become aware that participatory research is a series of decisions taken along the research process.



Key resources

Mattila, E., Azevedo, C., Carreira, R.S., Aleknavičienė, A. & Strazdienė, G., Moriau, I., Morel, C. & De Marrée, J., Tassone, V.C., Pfeiffer L. & Hanna Eppink, H., (2020): ENtRANCE Handbook: How to embed CERL into your institution.

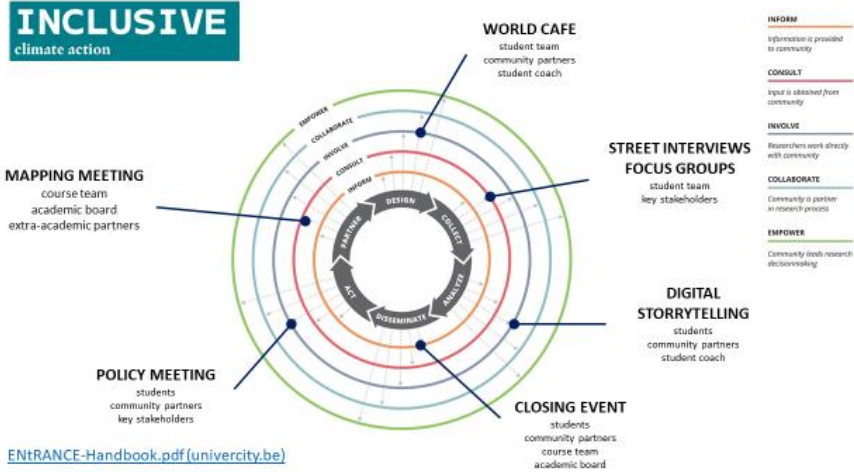
<https://www.univcity.be/wp-content/uploads/sites/12/2020/11/ENtRANCE-Handbook.pdf>

Vaughn, L. M. & Jacquez, F. (2020): Participatory Research Methods – Choice Points in the Research Process. Journal of Participatory Research Methods. 1(1)



Plan

Time	What	Who/Tool
15'	Meet and Greet Agenda setting: aim and format of the session Icebreaker: it aims to uncover the motivation of the participants for doing participatory research with students and community partners. Participants are asked to rate the following three statements: • I want to increase the involvement of my students in my research activities. • I want to increase the involvement of community partners in my research activities • I want to strengthen the cross-link between my community engaged teaching and research	Mentimeter
10'	Model and casus of Participatory research – theoretical introduction Model of Participation choice points in the research process (Vaugh & Jacquez, 2020) The practical use of the model is illustrated by a concrete example, so participants could get an instant insight into its use, and learn how to use the model as a tool of reflection on the choices they made during their research.	Padlet

		
5'	Introducing triad work Participants are organized into Triads, with the aim of peer learning on participatory research methods and facilitation of possible new collaborations	
25'	Project pitch in triads: For each participant 2' presentation of an engaged research project Guiding questions: • What were/are the main project objectives? • What research method(s) did you use/would you intend to use? • Why did/would you opt for a participatory method? • In what way did/would you involve community partners and/or students? • What were the main / are the intended outcomes? 5' discussion: The question guiding this part of the discussion: • What are the strengths and weaknesses of the chosen method(s), approaches? There are three rounds in each breakout room, each participant is sharing and getting feedback	Breakout rooms
20'	Collaboratively reflect upon strengths & weaknesses of research design & methods used. Formulate re-design recommendations. List all research methods discussed on the sticky notes (one method / sticky note) and position it on the participatory research circle on Miro. This way group members from other Triads can see what is shared in the other breakout rooms and may contact the group members in case they want to learn in more details about a certain research methodology.	Miro

10'	Sharing – one participant from each group shares briefly the main learnings/questions they have as a group. The session is ended by a closing circle, participants sharing their key take-aways. The Miro board is open throughout the International Learning Circle Research process, so participants can finalize their workshop contribution, and familiarize themselves with their colleagues' research.	
5'	Closing and next step	

3. Impact



Aim

To learn from each other's practices in relation to impact conceptualizations and measurements.



Key resources

Kania, J. & Kramer, M. (2011): Collective Impact. Stanford Social Innovation Review. 9(1), p 36–41. http://ssir.org/articles/entry/collective_impact

Kecskes, K. (2015): Collectivizing our impact: Engaging departments and academic change. Partnerships: A Journal of Service-Learning and Civic Engagement. 6 (3)



Plan

Time	What	Who/Tool
5'	Meet and Greet Agenda setting: aim and format of the Session	
10'	Introducing method of the day via impact World café to create space for collaborative dialogue around the concept of 'impact'. Three tables along three different methodologies – Photovoice, Rich Picture and Critical Incident Narrative. The aim is to introduce participants to different research methodologies, while also applying them in practice to explore the conceptualization of impact and some related practicalities.	Miro, see below
60'	Exploring the concepts of impact and transfer The break-out rooms are created along the tables, and the whole session is designed on Miro. Participants spent 30'/table, and the discussion is guided by the following questions: What is impact? How to identify impact? and How to communicate about impact? At the beginning of the breakout session the table host explain briefly the method and invites participants to use it in order to answer the questions along their own experiences. The discussed experiences are collected by the table facilitator and shared on miro. There are two rounds, each participant having the chance to explore two different methods.	Breakout room

Welcome to CIRCLET World Café

METHOD: RICH PICTURE (Linde)

KEY QUESTION: What is impact?

STEP 1: Collaborative drawing (10 min)

In what way could your CIRCLET practice impact key participants? Explain to one another by visually representing the key changes that your CIRCLET project could have enabled on the table about the why, what, where and when. You will take turns drawing and describing the changes after every 2 minutes. Explain why you are drawing the changes as possible.

STEP 2: Analyzing the impact (10 min)

What are the key changes that your CIRCLET project could have enabled on the table about the why, what, where and when? Explain why you are drawing the changes as possible.



METHOD: PHOTO VOICE (Amalia)

KEY QUESTION: How to communicate about impact?

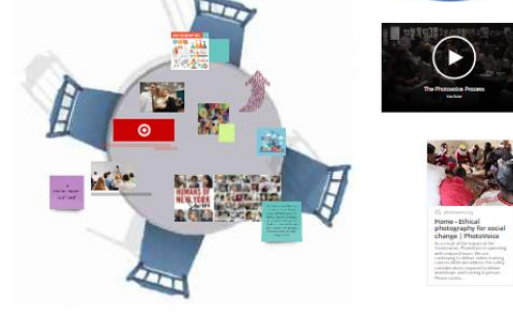
STEP 1: Visualizing impact (10 min)

Put on the table two photographs - a short caption that allows what you consider important to communicate impact on CIRCLET. They can refer, for example, to agents, processes, media, channels, contexts, experiences.

STEP 2: PhotoVoice discussion (10 min)

Using the photographs, explain to the group your thoughts on communicating the impact, emphasizing the strengths and possible difficulties of this process.

STEP 3: Group final selection and caption (10 min)



METHOD: CRITICAL INCIDENT NARRATIVE (Andrea)

KEY QUESTION: How to identify impact?

STEP 1: Select the learning potential incident (10 min)

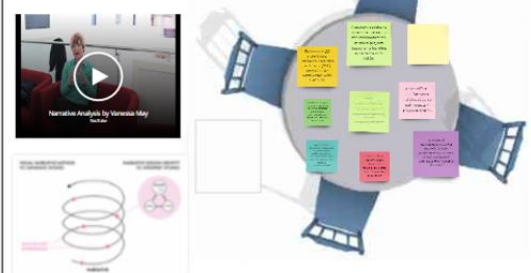
Select a learning potential incident that had a profound learning experience related to your research impact. Describe it with 2 sentences and give it a title. Write it on a post-it and put it on the table.

STEP 2: Share your narrative (10 min)

At your narrative you may address: What happened? Who was there? What was the consequence?

STEP 3: Simulations across narratives (10 min)

Group discussion across the narratives. Looking for main findings.



HOPES FOR THE FUTURE



6'	Sharing - The World Cafe table hosts share the key takeaways at the end of the Learning Circle session. The Miro stays open after the session for another 6 months, so participants could add to it, and continue familiarizing themselves with its content.	
5'	Closing Finish the sentence "Now I am ready to..." and write it on a post it and share it on the Miro board.	Miro

VI. ACTIVITIES FOR EXPLORING CERL IN LEARNING CIRCLES

This chapter offers a more detailed view of 9 activities we undertook within our Learning Circles. Some of them are listed in the Learning Circle chapters and now presented in more detail, others are additional activities introduced here to incorporate some of our variations across the local Learning Circles. You will find activities from 30 to 180 minutes, most of them are around 60-75 minutes. Please use them as inspiration to design and deliver your own activities, feel free to adjust them to your context.

1. MAPPING: CERL PLACES, PARTICIPANTS, CONTEXTS

Aim	To acquire a complex understanding of the neighbourhood context where your CERL project takes place + to share this understanding with other people in the Learning Circle
Keywords	Subjective neighbourhood mapping, transdisciplinary understanding of CERL contexts, multi-perspectivism
Time for	
Activity	120 to 180 mins (longer if desired)
Preparations	30 mins
Facilitators debrief	30 mins
People	
No. of participants	5 to 30
Type of work	individual + pair + full group
Contributors	Representatives from community organisations can be asked to join the walk and share their impressions and insights - this would add a very rich understanding to the process.
Tools	For every participant: clip boards, print out map of neighbourhood, tracing paper, markers. Optionally: smartphones or polaroid cameras
What will you achieve through this activity? What aspect of CERL, peer learning, etc.?	• Subjective mapping of a neighbourhood where target communities reside • Exchange multiple subjective understandings of a neighbourhood/community

	• Allow community members to share their own understanding of a neighbourhood • Integrate experiential knowledge with disciplinary/academic knowledge
Embedded in what?	Introduction to CERL, to help acquire deep understanding of each other's context
How to do it?	See detailed outline below • Introduction (15') • Walk through neighbourhood (60') • Closing (15')
Sources, references	Segarra, O. J. (2014). Subjective Cartographies: Mapping the network of neighbourhood relationships in the neighbourhood of Poble Sec. Conference paper, Mapping Culture: Communities, Sites and Stories Conference, Coimbra, Portugal Nomadways (2017). Subjective Mapping – The Booklet. https://nomadways.medium.com/subjective-mapping-for-social-change-c6b4b62cd719
Strengths – why we liked this	Walking together often results in pleasant and valuable conversations. Break out of the university and into the city Serendipity: unexpected encounters and situations can occur while on the walk
Risks, possible pitfalls, to be considered	• Be realistic about time-management & distance. Groups walk slowly, especially when reflecting. • Be aware of the characteristics of the neighbourhood • Check if participants have particular needs to be taken into account (wheelchair user, benches every 20 mins, etc.) • Backup plan for rain, cold or heavy wind
Facilitator's self-reflective questions	Which perspectives on the neighbourhood remained unexplored? Which voices are still missing? How can we incorporate the perspectives of animals, nature, and other non-human voices in our understanding of the neighbourhood?
Provided by	Vrije Universiteit Brussel

Detailed activity outline

1. Introduction (15'):

1. Introduce goals, planning and practicalities of the session.
2. Explain the concept of subjective mapping: every individual's perception of a neighbourhood is unique. Subjective mapping allows us to get an insight in this perception of the neighbourhoods/communities we (aim to) work with in CERL-projects and exchange these perceptions with others.

2. Walk through the neighbourhood (60')

This subjective mapping exercise can be organised in several different ways. You can combine the approaches below in a way that works best for the goals of your own session.

	Fixed Format	Flexible Format
Tools	Clipboard, printout of walking route, tracing paper on top of printout, markers to write/draw impressions.	Use online tools such as Google My Maps or an online white board to cluster impressions
	Use polaroid cameras to document impressions.	Google Street View can be used to facilitate a variation of this activity in an online or hybrid way
Before	The walking route is fixed. Every participant receives a map (print or digital) and knows exactly where to walk. There can be one walk or a set of different routes they can choose from. Positives: + easier to keep track of time-management and distance + easier to compare & discuss the subjective mappings of the different participants Negatives: - only a small part of the neighbourhood will be explored. Potential bias from session host in choice of route	The walking route is flexible. Every participant is given the same starting and ending point, but they decide themselves how they want to navigate the neighbourhood. Positives: + several different parts of the neighbourhood can be explored. Negatives: - more difficult to keep track of time – management and distance - more difficult to compare subjective mappings of the different participants
During	Participants map the neighbourhood individually and in silence.	Participants map the neighbourhood in small groups of 2 or 3 and exchange on their perspectives while walking

	Participants can freely decide how they want to “read” and map the neighbourhood, starting from their own disciplinary background, personal experiences, ...		Participants are asked to choose a conceptual lens with which they will walk through, read and map the neighbourhood. These can be: sustainability, social cohesion, inclusion, participation, justice, ...
After	Reflection & exchange	Every participant shares their subjective map individually and shares impressions in a circle	Collective mapping: every participant transfers their key impressions onto a bigger map, working towards a complex understanding of the neighbourhood. Collective brainstorming: every participant shares 2 – 3 key impressions. The moderator brings them together on a white board or virtual canvas.
	Looking forward	Starting from the acquired understanding of the neighbourhood, how are CERL partnerships currently contributing OR how could they contribute in the future? Group discussion.	
Possible expansions	The participants can be asked to conduct some desk research about the neighbourhood they have walked through (which organisations are present? Statistical data? History? Journalism? ...) to provide extra perspectives		The walk can be supplemented with a meet & greet with some of the community-based organisations that are active in the neighbourhood. Ex. they explain how they work, how they experience the neighbourhood, if they agree with the impressions from the group or not, how they prefer to work together with university staff and students, ...

3. Closing (15')

List main take-aways of this session from an individual to a collective level.

1. Draw a line on the ground, dividing the space in two blocks. Everybody gathers in one block.
2. everyone reflects on the question “what do I want to take home after this session? What was most insightful, inspiring, ...?” Once you have found an answer for yourself, you cross the line and wait in the other block.
3. Once everyone has crossed the line, you start exchanging ideas in pairs about your take-aways. The aim is to come to a consensus among the two of you by discussing how you have both experienced the session. Once you have found the consensus, you cross back over the line again and wait in the other block until everyone else has joined you there.

4. Once every pair has crossed back over the line, each pair finds another pair to talk to, and as a quad you search for a consensus on your take-away from the session. Then, cross back over the line again, then each quad finds another quad and discusses key takeaways, and so on ...
5. This continues until there is one main take away that has been agreed by the whole group.

2. MEETING COMMUNITY PARTNERS: GETTING TO KNOW THEM, AND CO-CREATING IDEAS FOR CERL PROJECTS

Aim	To create a sense of connection. To establish relationships among group members, and with stakeholders (particularly community partners) and to build engagement with Community Engaged Research and Learning (CERL).
Keywords	Community, understanding, partnership, collaboration, idea-generation, Sustainable Development Goals - SDGs (United Nations, 2018)
Time for	
Activity	60 mins
Preparations	For facilitators: 60 to 120 mins – need to invite community partners, find partners who are available, brief them about the session (a phone call is better than an email), ask them if they have any pre-prepared video for participants for preparation, or if they might have time to make a short, basic one (5 mins max). Time to think about which participants to put into which group, and with which community partner. For participants: they need to make time to watch the videos provided by the partners.
Facilitators debrief	15 to 30 mins
People	
No. of participants	12 to 14 participants if there are 2 community partners (one community partner in each breakout group). No more than 8 participants in each group, including a community partner.
Type of work	Full group followed by small groups
Contributors	2 community partners
Tools	
online	Scrumblr/padlet to capture ideas.
in-person	Projector, laptop, flipchart, markers, stand. It's a good idea to record the full group session (with permission from participants) as a resource for people to use afterwards.
What will you achieve through this	This exercise is designed to help participants overcome anxieties about working with a community partner, by allowing them to connect with a partner through storytelling and help them to start

activity? What aspect of CERL, peer learning, etc?	working out what kind of CERL project they might do with their students. Participants get to know some community partners, they hear what kinds of CERL projects they've done before, hear their ideas about what helps build relationships and partnerships, why they like working with students and lecturers, and get to ask them questions. Then they collaboratively brainstorm ideas about what CERL projects they could run to address particular UN Sustainable Development Goals.
Embedded in what?	The first Learning Circles session, which is all about supporting connection, and thinking about collaboration.
How to do it?	Part 1: A full group session with two community partners. The first half of the session will focus on community partners presenting on the work of the organisation they work in - focusing on their key strengths and challenges. The partners will also discuss their experience of CERL, with a focus on relationships – what they enjoy about working with students and lecturers (if possible, including actual examples of interactions), what works for them and what have been the challenges (8 to 10 mins per partner) Followed by Q&A session (15 mins) Part 2: Project idea generation through co-creation (in two groups). Brainstorm - Divide into two groups based on SDGs (United Nations, 2018) that are most relevant to the community partners and to the lecturers. Together brainstorm ideas for CERL projects that students could potentially work on to address the relevant SDGs (United Nations, 2018). Community partners, participants and facilitators brainstorm together. (5 mins introduction plus 15 mins in groups) [Facilitators to capture these ideas, during the break-out sessions]
Handouts, sources	Send links to short videos or webpages describing the community partners' work to the participants to watch/read in advance of the session.
Strengths – why we liked this	Important to overcome lecturers' fears about working with community partners, meeting actual community partners reassures them and gives them ideas about what their students could usefully do.
Risks, possible pitfalls, to be considered	You need to ask partners to prepare a shorter presentation than there's actually time for. You also need to keep them to time, or there won't be time for Q+A afterwards, and participants can find that frustrating. And allow time for delays with technology! We ran out of time the first time we did this exercise because the

	presentations from partners were quite long, and we hadn't yet worked out how to keep people to time in an online environment (this was our first long online workshop) so there was no time for Q+A. In the second year we asked the partners to focus mainly on their tips for partnership working instead, and asked them to keep it really short, to allow lots of time for Q+A. We noticed that the participants didn't seem to connect as well to the partners in the second year, or it didn't seem to reassure them as much about working with a partner. In a different Learning Circle session, we had invited a community partner to come into the group to respond to ideas that the participants had generated about how to support students in engaging with community partners, and we found that the lecturers seemed to feel much more reassured after this exercise, because the partner was sharing actual anecdotes from working with students when responding to their ideas. The participants could hear the partner's concern for the students, and their understanding that CERL was a learning environment, not a consultancy project.
Facilitator's self-reflective question	What worked well; what could have been improved; how could it have been improved? Did you get a good balance between presentation, discussion, and idea-generation? How could that balance have been improved? Were the participants connecting to the community partners at a human level? Did they have enough time for discussion? Did the participants seem more worried or more confident about CERL after the discussion than before? Did they generate useful project ideas in the brainstorm, and did the project ideas seem to be relevant to the SDGs (United Nations, 2018), and/or to CERL principles and approaches? Did the interactions between the lecturers and community partners in the brainstorm feel collaborative, egalitarian, respectful, and constructive? Did the session overall feel rushed or spacious?
Provided by	Technological University Dublin

3. THE PRINCIPLE OF TRANSFORMATION IN CERL: BUILDING ON THE EXPERIENCES OF COMMUNITY PARTNERS

Aim	To introduce the idea of transformation via the work of the community partners, before lecturers start applying the CERL design principles to their courses
Keywords	Transformation, community partner, CERL principles
Time for	
Activity	30 to 50 mins (depending on the number of invited partners; 10 mins per partner plus 10-20 minutes for Q&A)
Preparations	Min. 60 mins – identifying, inviting and doing preparation with the partners – discussing with them in advance the session aims and their role in it
Facilitators debrief	10 to 20 mins
People	
No. of participants	Unlimited, it can work in small and large groups
Type of work	Full group
Contributors	1, 2 or 3 community partners
Tools	Slides, photos of/by the community partners can be used
What will you achieve through this activity? What aspect of CERL, peer learning, etc.?	To illustrate what transformation means, and how it works. By showing how transformation happens as part of the work of the community partner, lecturers become more aware of the possibilities for embedding the transformative nature of CERL into their teaching. It is not a direct illustration of CERL, since the presentation by the community partners refers to their own work and not (yet) to their potential collaborations for CERL. The facilitator will need to make clear the link between the transformation that the community partners are involved in, and the potentially transformative experiences that students can have through CERL projects.
Embedded in what?	Introducing CERL Design Principles, including the Principle of Transformation
How to do it?	This can be run at any time in a Learning Circle after the icebreaker, it works well as an introductory activity.

	1. Ask participants to listen to the stories they will hear from the community partners as if this is the start of planning their collaboration for CERL in their course, with this particular community partner. Ask them to list questions for the partners, based on what they hear and how they imagine they might integrate CERL into their course. (2 mins) 2. Self-introduction by the partners: (1) Tell us a story about when you/your organisation wanted to achieve a particular impact, when you wanted to change something (e.g., the experiences of your service users, the life situation of your beneficiaries, etc.) for the better. What were you aiming to achieve? How did you make that happen? (max 10 mins/partner) 3. Full group Q&A based on questions from lecturers about the transformative nature of the community partners' work (10 to 20 mins, depending on the size of the group and number of partners)
Sources, references	VUB videos on CERL design principles (VUB, 2020a-d): Introduction (2 mins) https://www.youtube.com/watch?v=8HTh4MYdRGc Transformation (4.43 mins) https://www.youtube.com/watch?v=e63zNhh_1MY Collaboration (3.59 mins) https://www.youtube.com/watch?v=D8ohp-1NKj0 Authenticity (3.44 mins) https://www.youtube.com/watch?v=yjomVG0Wpsl
Risks, possible pitfalls, to be considered	Take the time to talk through the examples and timeframe with the community partners in advance: you may wish to brainstorm together about a suitable story, to ensure that they avoid staying at an abstract, general level when presenting on their aims and activities, without giving concrete examples. Lecturers' questions may lead the discussion away from the focus on the principle of transformation, so you might want to have prepared some guiding questions or comments that allow you to return the focus to the topic
Facilitator's self-reflective question	What further activities and connections can you imagine based on this activity? How is transformation related to responsibility and sustainability? How to ensure that transformation is aimed and happened for the better, and in what sense?
Provided by	Corvinus University of Budapest

4. IMAGE STORMING: EXPLORING EXPECTATIONS ABOUT TEACHING AND SOCIAL TRANSFORMATION

Aim	To invite participants to identify, explain and share their expectations and perspectives on teaching and social transformation.
Keywords	Brainstorming, social transformation, e-Learning, learning innovation
Time for	
Activity	20 mins individual brainstorming + 30 mins group discussion
Facilitators debrief	15 to 30 mins
People	
No. of participants	Unlimited, it can work both in small and large groups
Type of work	Online, individual and small groups
Tools	Miro, Unsplash
How to do it?	Participants are invited to select a series of images and relate each one to a concept or short sentence that expresses their thoughts about teaching and learning for social transformation. Then they are asked to individually respond to three questions, which will then guide the small group brainstorming exercise: • What do the images you have chosen suggest about the potential and limits of teaching for social transformation? • What do these images suggest about the potential contribution of online education and e-Learning methodologies in this context? • What do these images suggest about the role of the lecturer as a change agent? Then in groups, participants are asked to organise the ideas that emerged in the brainstorming into a series of topics (these might include: open knowledge, technology, collaboration, care, culture, creativity), prioritising the ideas by relevance, and discussing opportunities and challenges in the context of each topic.
Strengths – why we liked this	Voicemail reflections by the participants immediately after the session suggest that it is an exciting and motivating activity
Risks, possible pitfalls, to be considered	Translating the outcomes of the discussion into concrete actions could be challenging. We suggest going further in the next steps and discussing practical applications and resources, as if this is the start of their collaboration for CERL

Facilitator's self-reflective questions	How do we move from general ideas and interests to a practical application of these to student learning? How do we foster collaboration and shared CERL initiatives among teachers with diverse interests and from different fields of expertise?
Provided by	Universitat Oberta de Catalunya

5. BOUNDARY CROSSING: PREPARING FOR CHALLENGES ON YOUR CERL PATH

Aim	Creating awareness about challenges, tensions, dilemmas, and contradictions as inherent aspects of CERL
Keywords	CERL as boundary crossing, learning through tensions and dilemmas, boundary-crossing competences, learning mechanisms in CERL
Time	
Activity	120 to 180 mins
Preparations	60 mins for facilitators, none for participants. If case studies and/or readings are expected to be read beforehand, then 30 to 60 mins for participants
Facilitators debrief	30 mins
People	
No. of participants	10 to 50
Type of work	Full group + small groups
Contributors	This activity can be run with lecturers, researchers, students, community partners, CERL-trainers/facilitators.
Tools	This training activity works well as a face-to-face workshop but could also be organised online. If the introduction and instruction are provided in pre-recorded format, the assignment can even be integrated into a self-paced training exercise. If in-person: A3 print-outs of multilevel boundary crossing framework, case study descriptions (digital or hardcopy), post-its, pens, slides.
What will you achieve through this activity? What aspect of CERL,	After this session, lecturers will be able to: • (if run as a stand-alone training exercise rather than part of a longer Learning Circles) define the concept CER and illustrate it with examples • conceptualize CERL as 'Boundary Practice' • define and illustrate diverse learning mechanisms and dimensions which are relevant for boundary practices • analyse a range of examples of CERL projects and identify tensions at different levels

peer learning, etc.?	formulate guidelines and take targeted action to prevent, overcome, and work with the tensions inherent in CERL
Embedded in what?	Relationships in CERL
How to do it?	See detailed outline below 1. Check-in (20 mins) 2. Introducing CERL (30 mins) (optional) 3. Exploring learning mechanisms in CERL (45 mins) 4. Exploring dilemmas, tensions and challenges in CERL (45 mins) 5. Closing (20 mins)
Sources references	Akkerman, S. & Bruining, T. (2016): Multilevel Boundary Crossing in a Professional Development School Partnership. <i>Journal of the Learning Sciences</i>, 25(2), 240-284. https://doi.org/10.1080/10508406.2016.1147448 Oonk, C., Gulikers, J. T. M., & Fortuin, K. P. J. (2017): The boundary crossing rubric: A new tool to support inter- and transdisciplinary learning outcomes. International Transdisciplinarity Conference, Lüneburg, Germany De Marree, J., Moriau, L., Morel, C., Tassone, V., Aleknavičienė, A., Azevedo, C., & Eppink, H. (2020): Handbook: How to embed CERL into your institution. Vrije Universiteit Brussel. https://www.univcity.be/wp-content/uploads/sites/12/2020/11/ENTRANCE-Handbook.pdf McMillan, J. (2008): Through an activity theory lens: Conceptualizing service learning as 'boundary work'. <i>Gateways: International Journal of Community Research and Engagement</i>, 2(39), 39-60. https://doi.org/10.5130/ijcre.v2i0.1143 Moriau, L., Tondeur, J., Bertone, J., Huysmans, M., Temmerman, M. & Meurs, P. (2021): The engagement CUBE: a dialogical tool for designing, facilitating and monitoring engaged research and teaching strategies. <i>International Journal of Sustainability in Higher Education</i>, 23(4), 783-798. https://doi.org/10.1108/IJSHE-03-2021-0126 Moriau, L., Temmerman, M., & Huysmans, M. (Forthcoming). Dilemmas and tensions as drivers of change in engaged research and learning communities. In <i>Community-Engaged Universities Conference Proceedings</i>

	VUB (2020e): Community Engaged Research and Learning VUB, CERL-CUBE. https://www.youtube.com/watch?v=35LyQuMrwtw&list=PLtReB14LfWdNppFq528rOHNfH3C3L84Hp&index=6
Handouts	See Table Multilevel Boundary Crossing Framework in Akkerman, S. & Bruining, T. (2016): Multilevel Boundary Crossing in a Professional Development School Partnership. Journal of the Learning Sciences, 25(2), 240-284 p. 246. Graph 2: (credits: Univer.City VUB) <i>Note: these pairs are meant to help you understand and debate contradictions and tensions in CERL partnerships. They should be understood as a spectrum, not as opposites.</i>
Risks, possible pitfalls, to be considered	Illustrate the learning mechanisms and conflict dimensions with concrete examples and ask participants to identify other examples in their case. It will be important to watch that participants don't narrowly interpret different dimensions of conflict as being 'opposites' - often things that appear opposed to each other can be combined in a very positive way. Adapt the proposed timing and outline in relation to the number of participants.
Variations	- Groups can be formed randomly or based on the background of the participants. CERL –case studies (CIRCLET, 2022) can be allocated to groups in either way too. - CERL-cases can be provided in hard copy and/or in digital-format (through QR-codes).

	• <i>Multilevel Boundary Crossing Rubric</i> can be provided in hardcopy (A3 print) or in an online collaborative tool (padlet, miro). • Group conclusions (about types of learning, tensions and guiding principles) can be harvested with an online tool (padlet, miro, menti, Scrumbler) rather than on a whiteboard. • Follow-up with a session on: ○ 'working with tensions in CERL' starting from the statement: "Putting it simply, critically oriented versions of action research should be critical in its [sic] aspirations, pragmatic in its [sic] practice, and constructivist in its [sic] understanding of itself, context, and tasks." (Strumińska-Kutra, 2016, p.880) to explore diverse approaches (pragmatic, critical, constructivist) in CERL and the risks inherent in each of them (e.g., opportunism, paternalism, paralysis). Again, these should not be constructed as opposites, but as overlapping dimensions of the work. ○ 'communication in CERL' starting from the Nonviolent Communication model (Rosenberg, 1972), making people aware about the importance of communication in CERL in order to prevent, overcome or work with tensions, the strengths and pitfalls of individual communication styles.
Facilitator's self-reflective question	What is the level of experience of the session participants? How will groups be formed / case studies be allocated to groups? How will the insights and questions brought forward during the session be harvest and shared afterwards?
Provided by	Vrije Universiteit Brussel

Detailed activity outline

1. Check-in (10 mins): Introduce goals and planning of the session.
2. Introducing CERL (optional – use introduction of this guide as inspiration) (30 mins.)
3. Exploring learning mechanisms in CERL (45 mins.):
 - 3.1 Introduce the concept of Boundary Practices in CERL (Akkerman & Bruining, 2016).
 - 3.2 Introduce the learning mechanisms (identification, coordination, reflection, transformation) and dimensions (intrapersonal = micro, interpersonal = meso, institutional = macro) in Boundary Practices, building on the Multilevel Framework (Oonk et al, 2017) in Handouts.
 - 3.3 Small groups of participants (3-5 people in each group) to analyse a CERL –case study (see for example the CIRCLET case studies (CIRCLET, 2022) or ENtRANCE

Handbook (Mattila et al, 2020), participants can also work with their own CERL –case study), by taking the following steps: (30 mins total)

3.3.1 Read through the case study in order to grasp the context, who was involved in it, what kind of activities did they engage in and why, what the aims / purposes were, what did they work towards, what was their goal, their aim?

3.3.2 Building on this case study, try to illustrate the diverse learning mechanisms that are taking place as part of CERL and write them down on post-its, so that they can be situated on the Multilevel Framework (see handouts).

3.3.3 Discuss findings in group: What learning mechanisms could you identify / imagine to take place in the case study you read / the CERL project you used as a case study for this exercise? Explain to one another why you would relate them to one of the learning Boundary Crossing learning mechanisms and dimensions. Are these any learnings that you've identified that do not fit in any of those boxes? Explain!

3.3.4 Share findings with the other groups. As a facilitator of the session, you might want to make a mindmap, synthesizing the tensions brought forward during the discussion – see graph 2 in Handouts.

Groups have:

- 15 minutes for individual reading and ideation
- 10 minutes for group discussion
- 3 minutes per group (depending on the number of groups) to share their key findings

4. Exploring dilemmas, tensions and challenges in CERL (45 mins):

4.1 Ask participants to split up in groups and return to the CERL case study they have been discussing in order to identify barriers that the people involved might have come across. What kind of obstacles, dilemmas, contradictions might they have been confronted with? Ask participants to discuss possible tensions / difficulties and think about means to optimize learning given these constraints. How would you try to maximize collaborative learning as a group working on this case study?

4.2 As a synthesis, every group is asked to share three guiding principles they think are key in order to foster 'productive tensions' and enable collaborative learning.

Groups have:

- 15 minutes for identifying challenges, tensions
- 10 minutes to formulate guiding principles
- 2 minutes to share their findings

5. Closing (20 mins):

Conclude with sharing design principles, guidelines to foster productive interactions and learning in CERL (e.g., embrace the unexpected, navigate power differences, engage in reflexive dialogues).

6. LOST AT SEA: SUPPORTING GROUP WORK

Aim	To support group work and reduce stress and anxiety for students when doing group work, to maximise the conditions for learning, fun and enjoyment
Keywords	Discussion based, playful, imaginative, group work benefits and challenges
Time for	
Activity	60 mins
Preparations	10 mins
Facilitators debrief	15 to 30 mins
People	
No. of participants	Unlimited, it can work both in small and large groups
Type of work	Individual + Small groups + Full group
Tools	
online	An online platform (e.g., Teams, Slides, Scrumbler) to record outcomes of discussions
in-person	Paper, whiteboard
What will you achieve through this activity?	After recognising that CERL often takes the form of group work and if lecturers have concerns in relation to group work, this activity explores the skills, competencies students may need to learn to collaborate well in groups
How to do it?	1. Icebreaker – challenges in group work 2. Quick reflection on prompt questions 3. Introduce scenario 'Lost at sea' • individual exercise • group exercise 4. Reflect and discuss 5. Share See detailed plan below this table.
Sources, references	Mind Tools Content Team (n.d.). Lost at Sea. https://www.mindtools.com/pages/article/team-building-problem-solving.htm

	Adapted from Wilsmore, R., Alix, C. & Dobson, E. (2010): 10 things to think about before teaching collaboration. Creative Practices in Higher Education, Mapping and Developing Pedagogical Models. http://eprints.hud.ac.uk/id/eprint/12844/
Strengths – why we liked this	The participants enjoyed the fun aspect of this exercise and how it could be used to get students thinking about working together effectively, as well as building their capacity to deal with challenges.
Risks, possible pitfalls, to be considered	Lecturers might want to think about supporting students to develop a range of possible competencies, including active listening, collective decision making, creative problem solving, reviewing and analysing the same data together, building relationships for the benefit of the team
Facilitator's self-reflective question	How can we encourage lecturers to build the work of relationship building into their course work and develop students' capacity? How can we prepare students for the challenges of working with different personalities, approaches, and perspectives when collaborating? How to promote group work – as a real asset to the student experience – in terms of diversity and inclusion, and for students to perceive collaborative work as a way of producing better quality results? How to create a more positive culture around collaborative work among the student population?
Provided by	Technological University Dublin

Detailed activity outline

1. Brainstorm – Chat bomb (5 mins):

In your own experience what are the biggest challenges students face when they are working together in groups? Type your ideas into the chat, but don't press 'send' until the count-down. Facilitator counts down from 3 to 1 and then all participants press 'send', and all the ideas appear simultaneously in the chat for everyone to read.

2. Two questions to reflect on silently to frame the activity (5 mins):

What new skills will students need to learn in order to cope with the 'Frank Sinatra' personality type (where my way is the only way?) when working together in groups?

What new skills will students need to learn in order to avoid 'Fatal Niceness' in group work (the bland result of avoiding conflict at all costs?)

3. Lost at Sea exercise (20 mins)

3.1 Introduction (1 min):

Imagine your group has been ship wrecked. You all managed to get off the ship and onto a fully functioning lifeboat. Between you, you have managed to salvage 10 useful objects from the ship. In addition, one of your team members has a box of matches in his pockets. You are lost in the Atlantic Ocean, and you know you are 500 miles from mainland. The 10 salvaged objects are:

- a shaving mirror
- a box of food
- 20 litres of drinking water
- maps of the Atlantic Ocean
- 3 litres of diesel fuel in a tank
- a small transistor radio
- a bottle of Rum
- a shark repellent tool
- 15m of rope
- 2 boxes of chocolates

3.2 Individual exercise – rank the salvaged objects in order of importance for your survival.

3.3 Split into breakout groups, discuss your lists in your groups and agree on a new ranking for your groups' survival based on your shared knowledge, experience and understanding. You can only select 6 objects to bring on the lifeboat.

Instruction to breakout groups:

- Consider your own original list when making the shared list, and don't give up your ideas/position easily. Explain your reasons as clearly and logically as you can to the rest of the group.
- Try to come to a consensus for the final list through discussion and even heated debate if necessary – avoid voting. The idea is to talk things through and listen carefully to all perspectives.
- Finalise list and take screenshot. Select 6 objects. (Provide Scrumblr links with a post-it, naming each object so they are easy for teams to move around) Example: Group 1 Scrumblr link <http://scrumblr.ca/Lost%20at%20Sea%201>

4. Reflect and discuss (20 mins)

Return to main space for a moment to explain next step. Split participants into re-arranged breakout groups after these instructions

- Reflect on your engagement in the group activity.
- Make a list of the skills, competencies you used or that you observed being used when attempting to reach a consensus in the group activity.

- Discuss together how and at what point you could integrate a learning opportunity for your students to develop these skills, competences to prepare them for their work in groups in your CERL project (to support the students with the challenges identified above in chat above and deal with the challenges of / (in the group) (Frank Sinatra) and we (Fatal politeness) for group work.)
- Discuss ways you could make learning these new skills fun and enjoyable – and not scary.
- Take notes to share key learning/ideas discussed with main group later.

5. Share (10 mins):

- Key learnings, ideas from the small groups to the larger group.

7. CHANGES IN YOUR PRACTICE: SMALL CHANGES NOW TOWARDS A BIG DREAM

Aim	To start moving people from thinking about problems and blockages of embedding CERL in their practices to thinking about what they can do.
Keywords	Theory to action
Time for	
Activity	75 mins
Preparation	10 mins
Facilitators debrief	15 to 30 mins
People	
No. of participants	Any, not limited, it can work both in small and large groups
Type of work	Individual and pair work, written
Contributors	We asked a colleague from our staff training unit to co-facilitate this session and asked a senior manager to describe the new institutional educational strategy and help participants identify how it might offer space for CERL practices. The Activity works without this institutional introduction as well.
Tools	See template below
What will you achieve through this activity?	This activity was based on conversations with participants who were struggling with identifying small steps they could take towards their overarching hopes and dreams for their teaching.

How to do it?	1. Allow enough time for nice warm up and explanation of the session. You might like to ask for input from someone who would inspire the participants and give food for thought (15 mins) also. We asked participants to identify where they had already made changes, then to think in increasing steps about the kinds of change they could make. 2. Give a good amount of time for individual reflection – we gave 30 mins. Be available in case participants need support and give a 5-minute warning before the end of this reflection time. 3. Organise participants into pairs for 15 mins to discuss their reflections 4. Allow time for feedback in the full Learning Circles (15 mins). The main purpose of this part was for lecturers to share ideas but also for the facilitators to get feedback on what people could potentially do.
Sources references	Martin, E. & McKenna, E. (2013): Sustainability for science shops: A practical guide to developing policy and strategy. https://livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Library/Project_reports/PERARES_Practical_guide_to_developing_policy_and_strategy_D7.1_Nov_2013.pdf
Strengths – why we liked this	Participants shared that they don't often get time to sit down and think deeply about changes they would like to make – offering this time in the session was very helpful to them, as was giving them a chance to undertake peer and group reflection with colleagues from other academic areas. It was also a benefit having an experienced trainer who was a neutral third party facilitate this session. they were able to focus specifically on developing on peer support rather than on finding solutions which is harder in a Science Shop co-ordinator role.
Risks to be considered	Some participants raised practical issues about making changes and it would be useful to be prepared with links to relevant university departments or authorities with specific knowledge around e.g., intellectual property rights.
Variations	The number of participants in the small groups could easily be varied – Triads or quads would bring richer experiences to bear, especially if more time was available. A variation of this activity is available in Learning Circle on Participation, Triad Task 2
Provided by	Queen's University Belfast based on an exercise designed by Technological University Dublin

Template

Think about your CERL project plans for your course. Use the table below to review what has happened to date and what you would like to happen in the future.

What changes have you made to your course to date (if any)?	What changes can you make now (or with small actions)?	What changes could you make (with a bit of help or discussion)?	What changes would you like to make (dreaming big, if there were no restrictions)?	What resources, information, support do you need to make these changes happen?

How could the (new) education strand of the Institutional Strategy relate to your goals, planned actions?

8. CO-CREATING ACTION PLANS: WITH MANUAL THINKING METHODOLOGY

Aim	To co-design action plans with community partners: to focus on shared and agreed goals and milestones
Keywords	Feed forward, call to action, teaching initiatives
Time for	
Activity	60 mins
Preparation	Minimum of 60 mins – preparing the partners – discuss with them in advance about the session aims and their role in it
Facilitators debrief	15 to 30 mins
People	
No. of participants	Any, not limited, it can work both in small and large groups
Type of work	Full group
Contributors	Community partners
Tools	Manual thinking tool
What will you achieve through this activity?	Co-create the action plan with community partners indicating the next steps to pave the way for the CERL teaching initiative
Best time to introduce this activity	The ideal time for this activity is when CERL has already been introduced. Lecturers will have a broad idea of how to reimagine their course, and there are already potential community partners to collaborate with.
How to do it?	This activity included lecturers, community organisations, facilitators and the eLearn Center in the same space. Lecturers are in small groups developing their CERL project action plans with one or more community partner and are working with the students' and the community organisations' to ensure their needs are met in the plan. Community Organisations circulate among the groups, provide ideas for actions in those groups where their organisation is an active partner and may give opinions to those they are not partners with. eLearn Center rotate around all the groups with a view to identify how they can support the CERL project with e-learning tools and technology.

	Facilitators offer support to structure and develop ideas to help them transform into concrete co-created actions plans and timelines to meet everyone's needs. Using the Manual Thinking methodology participants develop a map including the factual and fundamental information including: • The title of the CERL initiative, Name(s) of lecturer(s) and community organisation(s) • CERL project challenge from the point of view of the lecturer • Challenge from the point of view of the organisation • Teaching and learning objectives and competencies • Objectives and competencies of the organisation • Strategy(ies) to involve students • Strategy to involve other stakeholders beforehand (companies, other entities, alumni, etc.), Other details may include: Actions, action details, time to complete and responsible persons After the groups created the maps, they share reflections on the experience of the co-creation process through the presentation of the co-created maps to the large group. This offers the opportunity for everyone to learn from each other's experience and ideas, and to build further ideas into their CERL project action plans. Feed Forward: Individual brainwriting + axis classification (viable - not viable, easy - difficult) in order to support implementation of the ideas developed.
Sources	Greenwald, M. (2017): Manual thinking: an effective way to brainstorm using hands over speaking. Forbes. https://www.forbes.com/sites/michellegreenwald/2017/05/17/manual-thinking-an-effective-way-to-brainstorm-using-hands-over-speaking/?sh=3cfaf3ad7584
Strengths – why we liked this	The community partners were carefully selected, and they were actively involved in the development of partnerships. The participation of the Learning Center was helpful.
Provided by	Universitat Oberta de Catalunya

9. CERL STUDENT COMPETENCES: ON THE WAY TO THE SYLLABUS

Aim	To promote thinking about how to advance students' competencies via CERL
Keywords	CERL, competencies, students
Time for	
Activity	90 mins
Preparations	30 + 30 mins, meeting with the community partners and Learning Centre staff
Facilitators debrief	15 to 30 mins
People	
No. of participants	Any, depending on the number of contributors, since they are involved in the small groups. 4 to 12
Type of work	Group work
Contributors	Learning Centre staff, community partners, we invited two from each
Tools	Platform for note taking
What will you achieve through this activity?	To reimagine an existing course this activity starts matching CERL expectations and the various elements of course data and syllabus
Best time to introduce this activity	This activity is great for launching the course reimagination process after CERL and CERL design principles have been introduced, and lecturers are ready to start thinking about their own courses.
How to do it?	1. Brief introduction to knowledge, skills, competences, attitudes from a colleague of the Learning Centre (10 mins – optional, if needed) 2. Brainstorming on: "What are the additional skills and competencies CERL projects generate and/or improve?" E.g. long-term thinking, communication skills, etc. (20 mins) 3. After identifying a variety of skills and competencies, begin a small group discussion with the lecturers using a specific course to focus on (as an example). Think about the question "How can CERL-related skills and competencies be added to your course syllabus?" A community partner and a Learning Centre colleague are involved in each group/circulate across the groups. The community partner is supporting the process by providing its

	needs and expectations. The Learning Centre can support the wording with relevant verbs and concepts on how to practice and formulate skills, competencies, attitudes and make a list of relevant learning outcomes. Take turns to cover the course of all (3) lecturers in the group (3x15 mins) 4. Sharing of key learnings by the small groups (10 mins)
Variations	If skills, competences, learning outcomes are clear, no introduction is needed. Learning Centre colleagues are also an optional part of the activity. Instead of this introduction, a brief introduction from a community partner on what they experienced about the development of skills, competences, attitudes and possible new learning achieved by the students might be even more insightful. The first 10 mins can be easily changed to that.
Strengths – why we liked this	It produces a great diversity of potential ways of thinking about embedding a CERL project, which pretty much cross-fertilized the thinking of the participants by the end.
Risks to be considered	Connecting CERL initiatives to competencies may not come easily, but providing enough thinking time gives a good boost to the activity.
Provided by	Corvinus University of Budapest

10. FISHBOWL DISCUSSION: CERL INSIGHTS FROM 4 STAKEHOLDERS

Aim	To provide insights into the perspectives of the stakeholders of a CERL project, the lecturer, the student, the community partner, and the Science Shop co-ordinator (if any)
Keywords	Partnership, reimagination, deep understanding, fishbowl
Time for	
Activity	40 to 55 mins: 3 mins introduction, 30 mins discussion of the 4 stakeholders in the fishbowl, 3 to 15 mins closing with/without reflection
Preparations	15 to 30 mins discussions with each stakeholder (potentially together), to introduce them to the aim and process of the activity and to make sure they feel comfortable in their role and with their views to be shared. 5 mins to arrange the chairs into an inner circle (4 chairs for stakeholders) and outer circle (participants), if in person. If online 5 mins to upload backgrounds that characterize stakeholder positions (e.g., logos) to online platforms.
Facilitators debrief	15 to 30 mins
People	
No. of participants	3 to 4 in the fishbowl's inner circle, and in the outer circle any number, not limited, it can work both in small and large groups
Type of work	full group, in person or online
Contributors	Community partner, student, lecturer with (preferably all of them from the same CERL project, but this might also work with stakeholders of different CERL projects) and Science Shop coordinator
Tools	
online	Only the stakeholders in the fishbowl are participating with their cameras on, all other participants, should mute themselves and turn their cameras off, thus only inner circle participants can be seen and heard. Questions can be collected in the chat or on a scrumblr page and introduced to the discussion by the facilitator.
in-person	Space arranged in two circles of chairs, an inner and outer circle. Provide

	paper, and/or post-it's for outer circle participants to write questions and hand them to the targeted inner circle participants during the discussion.
What will you achieve through this activity?	To allow Learning Circle participants to learn about how the key stakeholders of an implemented CERL project see their journey. To experience how they talk about these among them. To have both practical, cognitive and emotional impulses and information of a CERL project. To provide opportunity for “eavesdropping” and practice listening and asking.
Where can this activity be used?	Depending on how the discussion is framed it could be embedded into any Learning Circle and can be a stand-alone activity as well. We focused on partnerships and used it during our Learning Circle on Participation. It was followed by an activity, where participants worked in pairs to discuss their new insights and adapt their learning to the course they were reimagining. The discussion can be targeted to any features, elements of a CERL project, since the key elements is to look at something and discuss it from four angles at the same time.
How to do it?	1. Briefly introduce fishbowl and activity (3 mins): Invite inner circle members to take their inner circle seats/cameras on and remind them that they are free to discuss their course project experiences the way they prefer. Invite all other participants to sit in the outer circle around them/with cameras off. circle. Instruct them to listen to the discussion of the inner circle and they are free to ask questions on a post-it and pass it to the person in the inner circle the question is directed at/in the chat or scrumblr. They are not allowed to comment or chip in the inner circle conversation, they are there to listen and gain insight through fishbowl sharing. 2. Fishbowl discussion (30 mins) starting openly or with an initial question. It is driven by the discussion and the questions received. 3. At the end of the discussion, the inner circle is invited to join the outer circle to close with a brief reflection.
Risks, possible pitfalls, to be considered	Make sure to highlight to all participants their roles and tasks based on where they are seated. Make sure that questions from outer circle participants get passed to inner circle participants on post-its. If inner circle discussion gets blocked, pass in questions that enable their sharing. Think about the (limited) role of facilitator. Although its tasks are only to introduce the discussion, to channel questions of the outer circle into the discussion and facilitate reflection afterwards,

	but it is good to separate this role from that of the Science Shop coordinator sitting in the inner role. Don't be afraid of silence.
Facilitator's self-reflective question	What insight and learning did the inner circle's discussion bring to you in your role as a Science Shop member/lecturer/other that you wish to put into practice next time you work with a community partner/student/lecturer?
Provided by	Corvinus University of Budapest

VII. REFLECTION TOOLS FOR CERL

This chapter describes four tools for reflection. All of them start with an individual reflection, some then provide space for discussion and sharing, while others prefer the intimacy of reflection without a sharing element. In CIRCLET we experimented with reflection on various levels to explore it as a process, that works through multiple ways of knowing, and develops in company, while being sensitive to context and timing. Since our process was rooted in experiential learning a reflective element was embedded in our Learning Circles. We learned from REFLECT project (Concetta et al, 2016) and sources (see e.g., Cunliffe, 2009; Marshall, 2016). The tools we introduce here give mostly the examples of quick reflections at a certain stage of the Learning Circle. One of the tools, a Reflective Journal, however, is embedded in every Learning Circle session as prompts for the particular session, and also as prompts for building up a habit of reflection. All tools described here were offered primarily to lecturers, but many of them were also implemented by e.g., the facilitators for their own reflections. Again, this set of tools can be utilised as they are or as an inspiration for similar activities adapted locally.

1. QUICK INDIVIDUAL REFLECTION: SPIDER DIAGRAM

Aim	To give participants a few minutes to reflect on and capture their learning so far, in the middle of a session, in a visual method, to accommodate different learning styles, including those with visual tendencies.
Keywords	Learning style, learnings turned to tips, visuals
Time for	
Activity	5 mins + discussion (optional)
Preparations	15 mins to email participants with Kolb Learning Style questionnaire, for them to complete before the session. Participants need about 15 mins to do this beforehand.
People	
No. of people	Any, not limited, it can work both in small and large groups
Type of work	Individual
Publicity	Can share afterwards if participants want to, with facilitators and/or participants, this can be a good starting point in Triads for discussion and learning about each other
Format	Written/drawn
Tools	

Online	Computer
In-person	Paper and pen
How to do it? Questions for reflection	1. Ask group members to draw a spider diagram – branches coming out from a central point. Write the words 'preparation for CERL' in the middle at the central point, and draw branches coming out of this, and at the end of each branch write down a key point or detail that you want to remember when working with a community partner in CERL. 2. Offer these questions for reflection: • What does this discussion mean for you as lecturers? • How does it relate to your learning style, according to the Kolb questionnaire? • What reminders do you want to write for yourself for when you are preparing to work with a community partner on a CERL project?
Feedback on reflection	Participants may share their learning styles – this could be a great starting point for initiating a Triad discussion. Participants can be asked to photograph their spider diagram – upload it to teams so that their fellow participants can learn from it.
Variations	It might be possible to create an overall collated spider diagram afterwards and share it with the group as a resource for preparing to work with partners.
Facilitator's self-reflection questions	Do participants have a good sense of what's important when working with community partners? Are they missing anything crucial? Did they write anything that you would feel concerned about, and that you might want to address with the group to tease out? Do they seem to be approaching the collaboration with values and principles appropriate to CERL?
Handouts/Sources	See an example of spider diagram: Spider diagram (n.d.). https://www.highlifehighland.com/archives-service/learning-and-outreach/resources-for-teachers-2/health-resource-pack/health-activities/spider-diagram/ McLeod, S. A. (2017): Kolb - learning styles and experiential learning cycle. Simply Psychology. www.simplypsychology.org/learning-kolb.html

Strengths – why we liked this	Quick, visual, and requires people to process their learning and turn it into useful tips for themselves
Risks	Participants may feel reluctant to share their diagrams and learning styles with other people.
Provided by	Technological University Dublin, Corvinus University of Budapest

2. FROM DESIGN PRINCIPLES TO COMPETENCIES TO MAKING IT HAPPEN: WHAT CHANGES WOULD YOU MAKE IN YOUR COURSE?

Aim	To prepare participants to plan and implement a CERL project within their course what and who that might involve and the scale of the changes that may need to be made to make that happen.
Keywords	change, planning and processes (for CERL projects)
Time for	
Activity	30 mins
Preparations	30 mins, preparation of Padlet
Facilitators debrief	20 to 45mins (for debriefing on the full 3-hour session)
People	
No. of participants	Any, not limited, it can work both in small and large groups
Type of work	individual + pair work + full group
Publicity	It ends with a plenary discussion
Tools	
Online	Padlet, breakout rooms online
In-person	Post-its and flipchart pages, café style room set-up.
What to achieve by this activity?	The aim is to facilitate participants to move from thinking about CERL and its principles alone to the possibility of applying it to their own course or course. They will anticipate what this real life CERL project would entail, what would they actually do now to make it happen? What would they love to do if there were no constraints, and how could they move towards this vision? This aims for self-reflection, peer learning.
How to do it?	Pre-work (set up a padlet with the different exercise headings: What CERL project has happened or can happen now? What CERL project can happen if you make just small changes? Dreaming big – what would you love to do if there were no constraints? What would you need to do to make this happen? What are the resources needed and/or opportunities available? What would be your timeline to make the changes?

	• Decide on possible pairings of participants beforehand, based on who has accepted the Learning Circle invitation (this can change at the last minute if anyone is sick etc) • Introduce and set-up the exercise with the participants • Paste the padlet link in the chat • During the first part participants work independently for 8 mins to fill out the table • Organise pairs into break-out rooms (work together for 10 mins) • After the pair work participants come together in the main room for group discussion (approx 10 mins) Note: During this activity the participants were asked to work with the padlet. We noticed when the time was almost up on the discussions in pairs that they had not put a lot of information in the padlet, however they did seem to have had good discussions. Facilitators might need to keep an eye on the padlet and prompt participants to use it when necessary. Some Learning Circle sessions can run 3 hours long so it is easy for participants to forget specific points, thoughts, ideas, and discussions, therefore it is a good idea to capture ideas on the padlet during each exercise, so the participants can refer to this at a later stage. Rather than discussing specifics it turned out that the participants' discussions were around more 'blue sky thinking' and the possibilities of CERL projects as larger projects i.e. thesis projects.
Feedback on reflection	No direct feedback
Facilitator's self-reflection questions	As the Learning Circle is unaccredited, realistically what level of reading might we expect the participants to engaged in prior to the session? And are we basing our reflection activity on that?
Sources, references	Boland, J.A. (2014): Orientations to civic engagement: Insights into the sustainability of a challenging pedagogy, <i>Studies in Higher Education</i>, 39:1, 180-195. http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf
Strengths – why we liked this	Allowed participants to work through from big-picture visioning of CERL to tangible steps they would need to take, and resources they would need to allocate, in order to make CERL happen, thus accommodating a wide range of learning styles, from the micro to macro.
Risks, possible	Ensure the technical aspects are set up and working, for example the padlet, ensure that the same person who is introducing the

pitfalls, to be considered	exercise is not looking after break-out rooms or other technical work. Be clear in the introduction of the exercise.
Provided by	Technological University Dublin

3. BUILDING COMPETENCIES: CERL AND OTHER TEACHING INNOVATIONS

Aim	To think about CERL competencies and how you could implement them with the students through using new, innovative, creative methods
Keywords	Creative thinking, building competencies, teaching innovation
Time for	
Activity	25mins
Preparations	5 mins
Facilitators debrief	20 to 45 mins
People	
No. of participants	Any, not limited, it can work both in small and large groups (if there is a larger group (10+) rethink the amount of time you give to everyone.)
Type of work	Individual
Publicity	Shared among the Learning Circle participants
Format	We recorded the participants with their permission as they spoke about their teaching innovations
Tools	Ability to record participants
What will you achieve through this activity?	Listening to others, reflective thinking, sharing Related to developing CERL competencies in students such as inclusivity and reflexivity and then how can this be accomplished within their specific courses
Questions for reflection	What does innovation mean to you? What teaching and learning methods do you like to use normally? Are there any new methods you would like to try?
How to do it?	- The overall session is about building competencies and planning to implement CERL. This is a quick exercise to open the conversation about teaching innovations for CERL. - Once the session begins and after an icebreaker invite participants to talk for 2 minutes each about a cool teaching innovation they have tried, preferably related to CERL - While each participant is speaking note any competencies you hear being developed

	- Record the session for the participants so that it may be used as a resource for other lecturers - You may wish you provide prompts for teaching innovations such as for example: technological platforms, reflection exercises, exercises for exploring strengths and weaknesses and collaboration, exploring motivations for CERL, support systems, exploring affective competencies
Strengths – why we liked this	This is an interesting exercise as often lecturers are doing some really innovative work, however, they may not see it like that, as it is normal to them. But this space allowed them time to discuss and share. It's interesting to hear the different perspectives from different disciplines. Similar or different experiences are shared and can be helpful to others.
Risks, possible pitfalls, to be considered	Technical issues, also sometimes some people may have difficulty speaking on the spot or within a short timeframe so be mindful of this. Timekeeping is important in this task as a facilitator.
Provided by	Technological University Dublin

4. REFLECTIVE JOURNAL: PROMPTS

Aim	Reflective journaling supports the Learning Circle participants in experiencing reflection, making it part of their learning, and enabling them to support their students' reflection building on their own experiences. To have a recurrent, embedded slot for reflection in each Learning Circle. To provide relevant, insightful, but still easy and short questions to think about with regard to a particular feature of CERL and the relation of the lecturer to it.
Keywords	Experiential learning, reflection, prompts
Time for	
Activity	15 mins reflection activity + 5 mins introduction during the Learning Circle session
Preparations	- min. 30 mins/Learning Circle to create prompts for Learning Circle participants to respond to in their Learning Circle reflection journal - If there is an online journal, min. 60 mins/Learning Circle to prepare the actual journal page for each participant in her/his e.g. OneNote book
Facilitators debrief	15 to 30 mins of reflective debrief (as part of the Learning Circle debrief). Much longer If journals are looked at.
People	
No. of participants	Any, not limited, it can work both in small and large groups
Type of work	Individual
Publicity	The online journals were in a closed Teams group in a private channel, shared with facilitators, and it was up to the Learning Circle participants whether they share their reflections with members of their Triads. No direct feedback was given.
Format	Written reflective work in templates in their journals
Tools	OneNote journal for each participant in their Learning Circle Teams group channel, including a new page with the actual prompts for each Learning Circle.
What will you achieve	To build up the habit of asking and answering questions for reflection.

through this activity?	To experience the “easiness” of reflection (meaning that it can be short in time, it can start with simple questions, writing about reflection can actually happen, etc.) and also how the brief start of reflection can continue sometimes almost invisibly, sometimes in an explicit manner later on, the next day, week, etc.
Questions for reflection	See one example below and others in the Reflective Prompts part of the Learning Circle descriptions. All reflective journal questions and prompts we prepared for participants targeted the participants themselves and their learnings.
How to do it?	Embedded in the Learning Circle activity reflective journaling is connected to the key aspects/concepts of the Learning Circle and gives space (time) for practicing a rapid reflection triggered by three prompts on a 1 to 10 scale. Participants select their number and provide a reasoning, reflection. Questions might be connected to the readings, individual study materials before the Learning Circle, practices of the participant, etc.
Strengths – why we liked this	Embedding the journaling into the Learning Circle process and each Learning Circle session provided a structure for the participants. It also enabled certain difficulties and topics to surface in discussions that otherwise might not have been shared by participants. Prompts are not only working on the spot but can be triggers for further layers of reflection.
Risks, possible pitfalls, to be considered	Some people may have difficulty to write in a short timeframe – therefore we always offered to look at all the three questions and respond to one, if time seems to be short. Some people may take it as an assignment where a certain performance shall be achieved- Be aware that the 1 to 10 scale is not a min-max, bad-good scale – consider this also when generating new prompts.
Provided by	Corvinus University of Budapest

Example: This set of prompts was involved in a Learning Circle at the start of the 2nd semester when lecturers – after all the preparations – entered the classroom with the CERL projects. Other set of prompts are in the chapters with the Learning Circle descriptions

How "full is your tank" (how well equipped do you feel) for your CERL course project?	
On a scale of 1-10 where 1=my tank could not be emptier / 10=my tank couldn't be more full 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	What have you already got? What does this ... mean? (e.g., 4 or 9)
What do you think your partnership and cooperation is like in your CERL course project?	
On a scale of 1-10 where 1=couldn't exist less / 10=couldn't be better 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	What do you think can make your partnership more meaningful?
How much do you trust that your community partner will get high quality, meaningful and usable answer to their question at the end of the CERL course project?	
On a scale of 1-10 where 1=I have no trust at all, I feel the situation is totally hopeless/ 10=certainly, only the best can come! 1 - 2 - 3 - 4 - 5 - 6 - 7 -8- 9 - 10	What is your role in creating this work in such high-quality? How have you already contributed to this?

VIII. BIBLIOGRAPHY

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