

# The Why, How, and What of the “engaged with the community” Attribute of the UC Graduate Profile

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# Our time together

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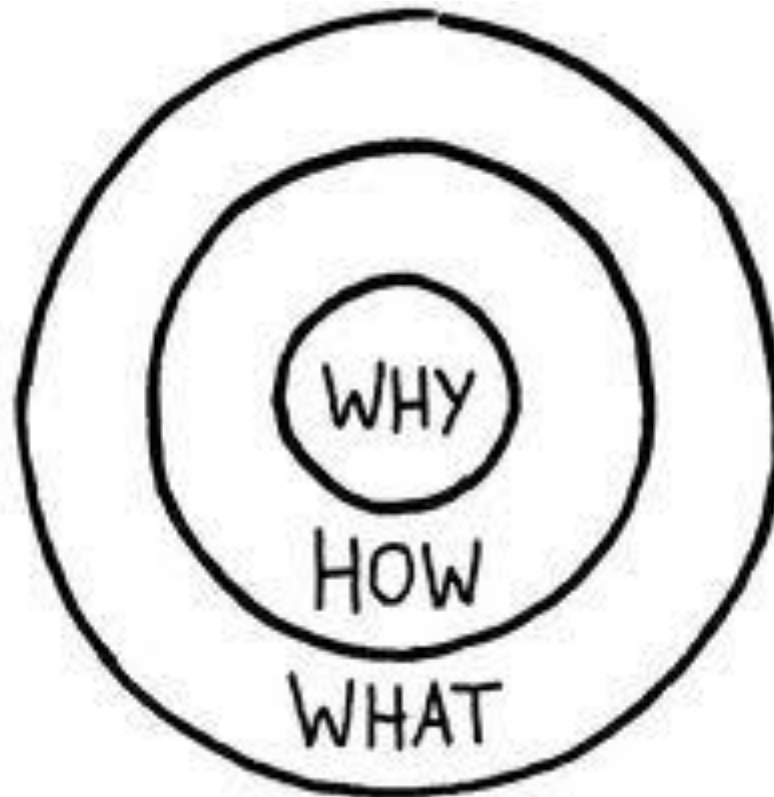
1. Why?

1. How?

1. What?

2. Opportunities

# Our time together



Simon Sinek's Golden Circle (TED Talk)

# Why?

**Philosophical & 3  
Practical Reasons behind  
the “engaged with the  
community” Attribute**

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# What is your Why?



# Philosophical Reasons

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## Ancient Greeks (5<sup>th</sup> century B.C.)

Everyone is born an **idiot** (self-centered and concerned with own affairs). Only through education, does one become a **citizen** (concerned with public affairs).

## John Dewey (1916)

**Education is not preparation for life. It should be life itself.**

The role of education is to teach individuals how to become more interactive with their social environments in order to co-create those environments.

# Philosophical Reasons

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## New Zealand Curriculum (2007)

“The **Participating and Contributing Competency** [one of five] is about being actively involved in communities.”

## University of Canterbury (2014)

UC Vision: **People prepared to make a difference**  
Graduate Attribute: **Engaged with the community**

Students will have observed and understood a culture within a community by reflecting on their own experiences and performance within that community.

# Practical Reason 1: A national and local imperative

## NZ is Volunteer-Dependent

- **199,760 juror summons, 54,134 actually served (27%)**
- **14,081 members of the Defence Forces**
- **10,797 parent reps on school Boards of Trustees**
- **7,000 firefighters (8700 total)**
- **3,000 surf lifeguards (200,000 hours, 1600 lives)**





# Should we be concerned?

- In 2010, 46% of schools had no Board of Trustee elections due to equal or fewer number of candidates for positions
- There were 1,109 fewer Trustees from 2007-2010

School	Parent Positions	Candidates	Votes	Roll	Turn-out
A	2	2	0		
B	2	2	0		
C	2	3	274	800-1000	~20%
D	2	3	216	500-700	~30%
E	2	3	227	400-600	~40%

# Should we be concerned or proud?

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- In 2013, 28% of New Zealanders said that they volunteered [same % as willing jurors]. The majority were between 40-49 years old. This continues a steady downward trend (*Ministry of Internal Affairs*).
- 90% of all Māori volunteer during a year – much is directed at the local hapu, iwi, and marae.

# We should be proud – where did they come from?



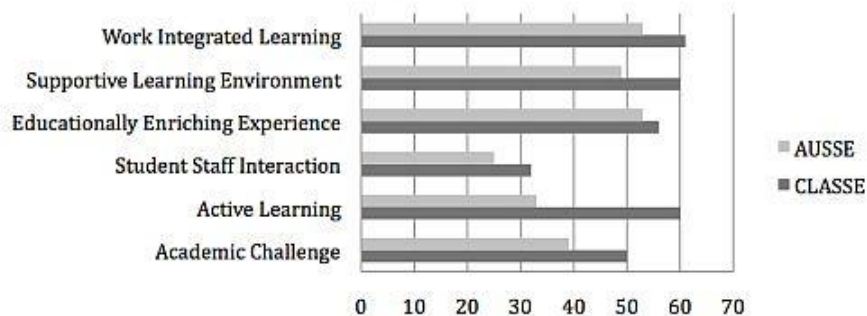
# Practical Reason 2: Academic & Professional Enhancement

Meta-analysis (Celio et al., 2011) of 62 studies with 11,837 students on community engagement in education showed significant, positive gains in:

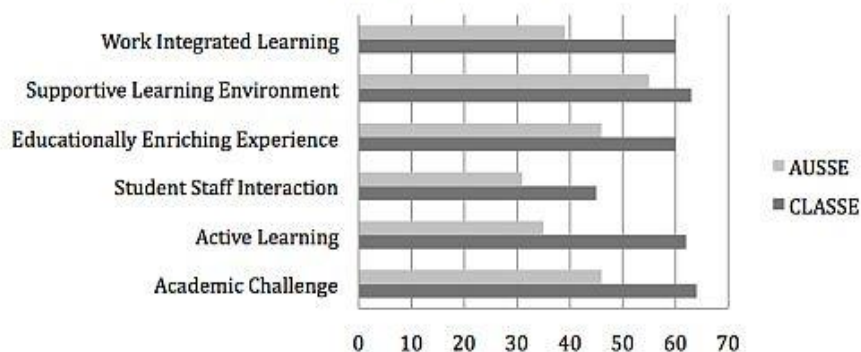
- Academic performance
- Attitudes to self
- Attitudes to school and learning
- Interest in civic involvement
- Social skills (compassion, empathy, teamwork)

# Practical Reason 2: Academic & Professional Enhancement

**MGMT 208: Pre-Course AUSSE & Post-Course CLASSE Benchmarks of Student Engagement**



**GEOG 309: Pre-Course AUSSE & Post-Course CLASSE Benchmarks of Student Engagement**



- *Active learning*
- *Being part of a larger purpose*
- *Intrinsic, worthwhile, helped, contributed*
- *New me*

(Perry, 2011)

# Practical Reason 2: Academic & Professional Enhancement

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*After a few weeks of being involved in CHCH101: Rebuilding Christchurch [community engagement course], I have found that my way of thinking has changed somewhat. Now, I have a far more liberal interpretation of how one can help and care. I think using this broader thinking approach when I am studying law could definitely help me! I have started to think about all the ways that I can use my skills to help people.*

# Practical Reason 2: Academic & Professional Enhancement



*Community engagement in education allows for, if not encourages, explicit linkages between professional education and civic education, calling attention to the public dimensions and responsibilities of professional practice (Sullivan 1995, xix).*

# Practical Reason 3: Personal Development

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Autonomy  
Competence  
Relatedness



# Practical Reason 3: Personal Development



***My service was good and it was needed.***



***My good feelings after providing service were only possible because someone was in bad enough shape to need my help. Now, I don't feel that good about it.***



***This class has made me re-examine my values and beliefs.***

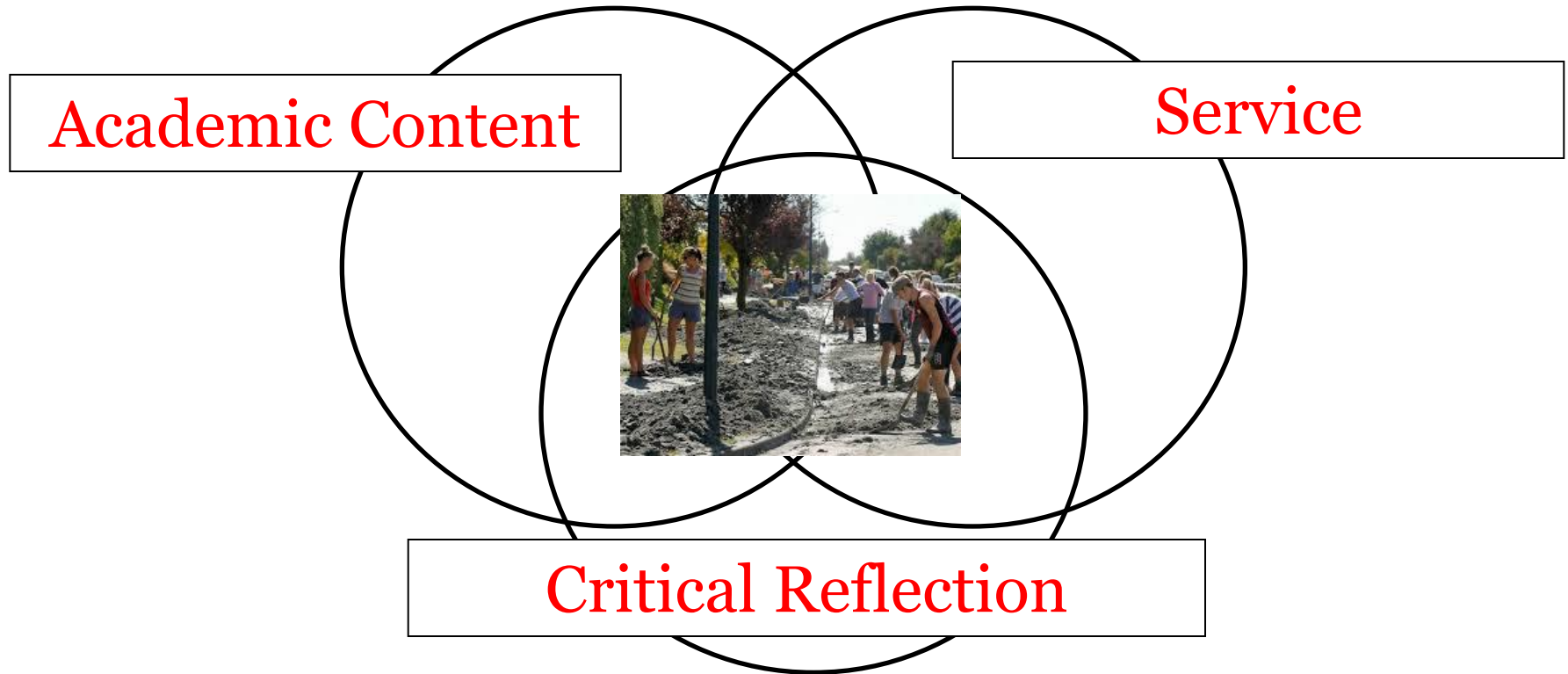
**How can the “engaged  
with the community”**

**Attribute be  
implemented?**

**Two examples**

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# Service-Learning Components



Clayton et al. (2005)

# Service-Learning Outcomes

Professional  
Education

Citizenship  
Education



Personal Growth

Eyler & Giles (1999) and others

# Example One: Davis's Five Reasons for Helping

Think of a recent time that you helped someone –  
What did you do? What was the situation?

## Davis's Five Reasons for Helping

1. We are God's children (spiritual)
2. We share the earth (communal)
3. I find myself in you (empathy)
4. I win praise by serving you (credit)
5. I suck (guilt)

# Example Two: The Torah's Ranking System

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# Please rank the following helping actions from 1-8

- 
- Giving for the amount requested (World Vision)
  - Giving for an amount less than you can actually afford (church, beggar, Salvation Army buckets)
  - Giving without being asked (rake neighbour's yard)
  - Teaching a prisoner to read
  - Donating a blanket to the City Mission
  - Cleaning up rubbish as punishment
  - Anonymously giving a gift to an Angel Tree
  - Funding a public facility and naming it after you

# The Torah's Rankings

1. Partnership – teach someone to fish...
2. Complete anonymity of giver & receiver
3. Giver is anonymous but knows the receiver
4. Receiver is anonymous but knows the giver
5. Gives before being asked
6. Gives after being asked
7. Gives less than what is asked for
8. Forced to give

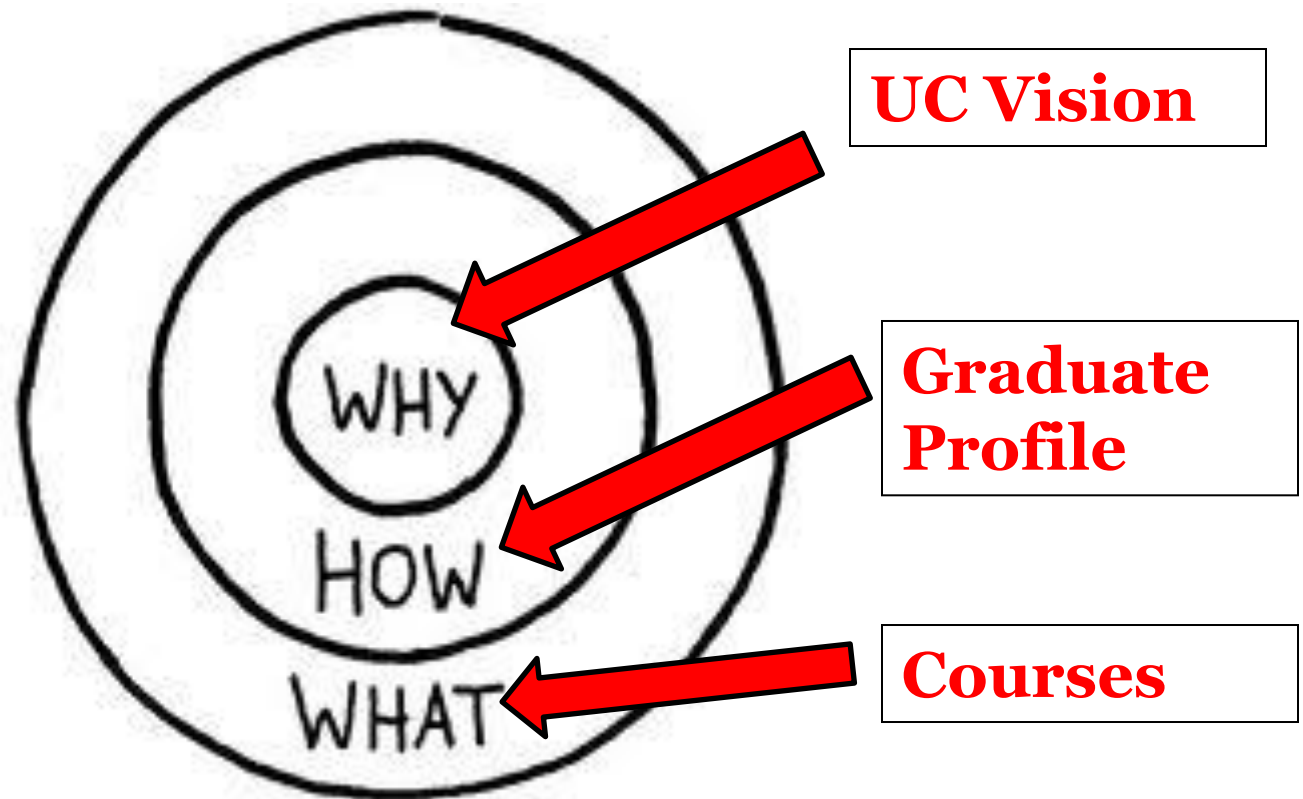


# What are ways to make this happen?

Courses at UC that implement  
the “engaged with the  
community” Attribute

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# Aligning Why, How & What



Simon Sinek's Golden Circle (TED Talk)

# Course Characteristics that align with “engaged with the community”

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1. Students will engage with an external stakeholder(s) to enhance and develop their skills and knowledge as part of their course and degree.
2. Students will connect and reflect on the content of the course and their external engagement through some type of formal assessment worth at least 25% of their final course grade.
3. Some aspect of the students’ work will be intended to be useable by the external stakeholder.

# UC Courses that have the “engaged with the community” Characteristics

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- Over 34% of UC undergraduate students participated in at least one course meeting the course characteristics in 2013. This is a 10% increase from 2011.
- In 2015, UC has offered more than 135 courses across all Colleges that meet these characteristics, which is an increase of 15 since 2011.
- The Co-Curricular Record aims to capture students’ “engaged with the community” experiences that are taking place in extra-curricular activities (clubs, organisations, and volunteering). It is estimated that over 45% of UC students would experience the attribute this way.

# CHCH101: Rebuilding Christchurch



## Learning Outcomes

1. Apply theory critically to analyze service experiences.
2. Evaluate the impact of service experiences.
3. Demonstrate an application of the Principles of Protection, Partnership, and Participation of the Treaty of Waitangi with regard to community engagement in New Zealand
4. Use a self-reflective approach to develop personally relevant assessments.

# EDUC205: Critical Issues in Adult Learning



## Learning Outcomes

1. Demonstrate an understanding of and critically examine a range of adult learning theories.
2. Critically examine the concept of andragogy as a tool for understanding adult learning.
3. Apply understanding of theories of adult learning to adult education practice.

# MGMT208: Principles of Leadership



## Learning Outcomes

1. Understand the key tasks and skills of leadership.
2. Practice & reflect on leadership principles in community projects.
3. A clearer sense of personal career intent and strategy.

# GEOG309: Research Methods



## Learning Outcomes

1. Develop geographical research & teamwork abilities
2. Apply knowledge and analytical frameworks of geography
3. Refine problem-solving, critical evaluation, and presentation skills



# Inspiration



*If universities are going to justify themselves, they are going to have to thrive at those things that require physical proximity. That includes moral and spiritual development. Very few of us cultivate our souls as hermits. We do it through small groups and relationships and in social contexts. In short, for the past many decades colleges narrowed down to focus on professional academic disciplines, but now there are a series of forces leading them to widen out so that they leave a mark on the full human being (Brooks, The Big University, NYT, 6 Oct 2015).*



# Thanks!

# Conversation...

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[www.education.canterbury.ac.nz/community/hub.shtml](http://www.education.canterbury.ac.nz/community/hub.shtml)

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