Learning Side-by-Side: Co-Creating New Knowledge Together Within Today’s Modern Universities and the Community

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American tradition of public service and economic development in higher education

- The second half of the 19th Century a period of innovation in American higher education: Recognizing the critical role the knowledge and research available through the universities can play in supporting the growing American agricultural and industrial economies

- 1862: Morrill Land-Grant Act created the land-grant university system, which was extended through the Morrill Act of 1890 (the Agricultural College Act of 1890) to the confederate states.

- 1887: Congress began supporting applied research at the land-grant universities through the agricultural experiment stations and various categories of agricultural and veterinary research.

- 1914: through the Smith-Lever Act, Congress later recognized the need to disseminate the knowledge gained at the land-grant colleges and provided federal funding for cooperative extension, with the land-grant universities' agents bringing research-based knowledge to improve communities and individual lives in their counties.
Land Grant Institutions

Kansas 1865
Wisconsin 1866
California 1868
Nebraska 1869
North Dakota 1883
Wyoming 1886
Montana 1893

Technical Institutes

MIT 1861
Cal Tech 1891
Drexel Institute of Art, Science and Industry 1891
Armour Institute 1893
Carnegie 1900
THREE DIMENSIONS OF CIVIC ENGAGEMENT: A PLACE-BASED STRATEGY

Student and Employee Volunteerism

- Drexel offers high-quality, community-based volunteer opportunities through the Lindy Center for Civic Engagement, open to all Drexel students, faculty and professional staff.

Academic Integration

- Our faculty explicitly integrate civic engagement into research, coursework and clinical practice.
- Our academic programs allow our students to solve problems on the ground, interacting with residents, neighboring schools, community service agencies, and local businesses.

Institutionally Supported Neighborhood Investment

- Drexel serves as an anchor institution in West Philadelphia, investing fully in the community through hiring and procurement, and supporting initiatives to improve the economic opportunity in the surrounding neighborhoods.
Promise Zone
Place-Based Approach
Dornsife Center for Neighborhood Partnerships: A 21st-Century Extension Center

Goals:
• Place for academic, student, institutional engagement
• Implement comprehensive strategy
• Engage nonprofit partners
• Oversight by Dornsife Community Advisory Council
• Focus on problem solving
• Foster dialogue

Program Areas Include:
• Adult Education and Workforce Access
• Arts and Culture
• Health and Wellness
• Creating Knowledge Together
• Children and Families
• Building Educational Opportunities
• Individual and Family Supports
The conversation in higher education has shifted, moving from a focus on what students know to a focus on whether they know how to think and, more importantly, toward the goal of providing skills needed for living and working in the twenty-first century (AAC&U 2007).
Community Based Learning

Drexel CBL Framework

Foundations
- CIVC 101

Service Learning
- Traditional Service Learning
- Skill-based Service Learning
- Service Immersions

Side-by-Side

Community Hybrid

Community Based Research
Side-by-Side Courses

• Comprised of half Drexel students and half community members

• Model of shared learning aims to equalize Drexel students with students who are often marginalized

• Courses lead to rich dialogue about access, diversity, and privilege.

Recent Side-by-Side Courses:

• Gleaning, Food Security, & Farming
• Ethnography of 33rd Street
• Yoga Philosophy & Practice
• West Philly Ventures
• Techniques of Speaking
• Literature of Charles Dickens
CONCEPTUAL FRAMEWORK

Global Perspectives
- Cognitive and social elements of a global perspective
- Experiences with global learning and views on intercultural understanding

Experience with Diversity
- Activities that promote greater understanding of societal differences
- Experiences with people from different backgrounds, diverse perspectives in course

Civic Engagement
- Conflict Resolution
- Engagement with local, campus, state, national and global issues

Transferable Skills
- Skills useful in the workplace
- Verbal and written fluency
- Analytical inquiry
- Integrative, Higher-Order, Reflective Learning

21st-century skills

Skills
- Deliberation and bridge building across differences
- Collaborative decision making
- Seeking, engaging and being informed by multiple perspectives

Knowledge
- Understanding one’s sources of identity & their influence on civic values, assumptions & contestations that have shaped our country
- Knowledge of the political systems that influence change

Collective Action
- Deliberation and bridge building of knowledge, skills and examined values to inform actions in concert with others
- Public problem solving
- Compromise, civility and mutual respect

Values
- Respect for freedom and human dignity
- Empathy
- Open mindedness
- Tolerance
- Justice
- Equality
- Ethical integrity

Democratic Engagement

Course Engagement
- Academic challenge: Higher-order, reflective, quantitative reasoning
- Learning with Peers: Collaboration and discussion with diverse others
- Experiences with Faculty: Interaction and effective teaching
- Course Environment: Quality of interactions and supportive environment

Course Pedagogy
- High Impact Practice
  - Demands considerable time and effort
  - Provide learning opportunities outside of the classroom
  - Require meaningful interactions with faculty members and students
  - Encourage interaction with diverse others

Side-By-Side Community-based learning course
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Research & Implications

• “But incorporating civic learning also faces broad challenges: How is it best to teach? Who is responsible for it? How do faculty members integrate it into their courses? And what do students take away from it?”

• 21st-century skills

• High impact practice

• Retention tool
Testimonials from SBS Community Students

“We helped each other out. With my life experiences and with their academic and educational experiences, we learned from each other. So, it was a great combination.”

“Everything that I learned, I took home and I applied it to how I feed myself and my family, so our eating habits have most definitely changed.”
“Side by Side is a unique program which extends the University's borders into the surrounding community and expands the classroom out into the world. It offers opportunities for intergenerational learning where traditional students can benefit from life experiences, wisdom, and perspectives shared by older community participants who, in turn, are kept on their toes by the sharp millennial minds. I enjoy being in the midst of learners of varying ages from all across the community, the country, and the world. We can learn so much from each other.”

“Not only did we have the classroom theory, they got us out of the classroom and showed us how other people prepare and cook their foods.”
TODAY’S WORLD CALLS FOR A
NEW KIND OF CLASSROOM

COMMUNITY BASED LEARNING COURSE DEVELOPMENT & FACULTY TRAINING
JUNE 5 - 7, 2017

Drexel University
Philadelphia, PA

For more information visit www.drexel.edu/lindycenter
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