The Memory Book Assignment, PSY 324 Lifespan II
This course focuses on development in adulthood and older adulthood. For the Memory Book Assignment, pairs of students are connected with a community partner who is interested in having twenty-five of their older family photos digitized. The community partner tends to be an older adult, but sometimes it is the child of older adults who request to participate for their parents. Prior to the term, the teacher solicits requests to participate by contacting a network of community partners and then screens the possible participants to make sure they understand the project and want to participate.

In the second half of the term when students are immersed in course content related to development in adulthood and older adulthood and intergenerational family dynamics, students reach out and contact their community partner to introduce themselves and schedule a meeting. At the first meeting, students review the selected pictures and listen to their community partner explain who is in the pictures so students will know how to label them. If the meeting is at the community partner’s house, the faculty member travels with them. If it is on campus or in the community in a public space, the students complete this step on their own. Then the students ask permission to take the photos with them to scan them and plan a time to meet the partner to return the photos, review the digital copies, and give them up to five DVDs with copies of the photos. The faculty member follows up a week or so later, if there wasn’t a chance to ask the community partner how it went.

Each project is unique, based on the community partner and the students. After the project is complete, they write a reflective paper on what they learned and in class discuss students’ experiences to highlight a) the impact of the project (simple task, significant emotional impact) and b) how the experience and course content connected. In a recent year, the Maine Chapter of the Alzheimer’s Association, a class partner, invited the faculty member and students to present on this project at the annual state meeting.

Making a Documentary, CMY 110 Downeast Documentary
This is a community studies course in which students learn documentary filmmaking while studying a challenge or facet of the local community. It is paired with a VID 101 Video Editing & Production course. Topic varies term to term. This project is an example of civic engagement.

Making the documentary is the focal project of the class. The teacher does significant advanced planning, so that the rest of the work can be accomplished in a term by the CMY 110 students and the students taking the class for Video Production credits. The two last productions are available for viewing: Whatever Works: Exploring Opiate Addiction and Who Made You In America. After the documentary was finalized, Whatever Works was shown several times on Maine Public Television as their Community Film of the Month in June of 2017.

Community Engaged Project, PSY 313 Social Psychology
This class focuses on social psychology, which includes the many ways that environment and social cues shape human behavior without awareness.

Prior to the beginning of the term, the instructor identifies three interested community partners for this intensive project. The conversations with potential partners start with these questions, “Is there something you wish that community members knew? Or something you wish they would do
differently?" These are to elicit whether there is a possible project for this class. If the partner has a goal such as the local transfer station saying they would like to increase the number of people recycling cardboard and glass, the instructor explains the process for this project so that the partner knows what is expected of them. They will be invited to class in the first half of the term to explain what they would like to raise awareness or change behavior about and then answer questions from the class. The partner will also be consulted as students put together their awareness raising/behavior change plan for the community partner. Once the community partner reviews the plan and provides feedback, the group implements their plan. Community partners are invited back to the classroom at end of the term for a debriefing on the project and experience.

Students focus on their group work skills (groups of 4-5 students collaborating with 1-2 people from a local organization), professional communication skills (with community partner and teacher), project management skills (planning, writing, and action plan), and are also asked to explain the social psychology principles that inform the plan that they created.

**Cross-Cultural Civic Engagement Project, CMY 310 Crossing Borders**

This course involves exploring issues of exclusion and inclusion in society by comparing experiences in four different countries. Students going to universities in the US, Netherlands, Norway, and Germany are put into small international groups and work together online to choose a topic related to social exclusion and inclusion on which their project will focus.

Through weekly video conferences, the student groups begin a dialog of similarities and differences in each of the four participant countries. As the project develops, students engage with local community partners to learn more. The project culminates with a week in the Netherlands where students meet in person to compare their findings from the local community partner dialogs and literature review. The culmination is when group members give live oral presentations and finalize their writing of this comparative research paper that was started during the Virtual phase of the class. This paper may then be submitted to an international student research journal for possible publication.

Faculty members in this course work to support students both with navigating cultural differences within their project group and the challenges of international collaboration, as well a working with students’ engaging local community members in this research process. This experience is building students’ capacity for group facilitation of individuals in a cross-cultural setting.