



## SUPPORTING FLEXIBLE INSTRUCTIONAL SKILLS DEVELOPMENT:

A Collaborative Teaching  
and Learning Series



COLLEGE of SOCIAL AND  
APPLIED HUMAN SCIENCES



**Strategies for Community Engaged Teaching and Learning in Remote Learning Environments**

# Housekeeping



Please post any questions to the facilitators using the Q and A feature.



This session will be recorded and the recording will be made available to those unable to attend synchronously.



Supplemental materials, including this presentation, will be circulated to registered attendees and available online on our respective CSAHS and LANG websites.

# Supporting Flexible Instructional Skills Development: Webinar Overview

- *Wednesday, May 20: Debriefing Winter 2020: A Shared Reflection*
- *Wednesday, May 27: Finding and Using Open Educational Resources (OER) in the Classroom*
- *Thursday, June 4: Effective and Flexible Course Design: The Big Picture*
- *Tuesday, June 16: Enhancing Active & Collaborative Learning in Flexible Course Design and Delivery*
- *Tuesday, June 30: Designing Assessments: A Learner-Centred Approach*
- *Tuesday, July 14: Graduate Student Support: An Open Forum for Discussion*
- **Tuesday, July 28: Strategies for Community Engaged Teaching and Learning in Remote Learning Environments**
- *Wednesday, August 5: Tools for Providing Meaningful (and quick!) Feedback to Students*
- *Wednesday, August 19: Teaching and Learning in a Virtual Classroom Setting*



# Strategies for Community Engaged Teaching and Learning in Remote Learning Environments

Lindsey Thomson, Manager, Community Engaged Learning

July 28, 2020



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# Overview of Session

- Introduction
- CESI and the Community Engaged Teaching and Learning (CETL) Program
- What is Community Engaged Teaching and Learning (CETL)?
- Principles of Critical Community Engaged Scholarship and Critical Service Learning
- Principles and Considerations for Online/Remote CETL
- Strategies for Successful Online/Remote CETL Course Engagement and Community Collaboration
- Designing remote CETL courses and community partnerships
  - Community-Focused Learning (no direct community partners)
  - Community Engaged Learning (direct community partners)
- Example/upcoming opportunities for online/remote partnerships in CETL



# Community Engaged Scholarship Institute (CESI)



- Part of the College of Social and Applied Human Sciences (CSAHS)
- Recently celebrated our 10-year anniversary!
- We believe that:
  - Ethical engagement is about respectful relationships, honouring diverse forms of knowledge, co-learning and co-creating, and mutual benefit
  - Collaboration increases the relevance and impact of research and scholarship

# Community Engaged Teaching and Learning (CETL) Program



- Facilitate partnerships among on-campus stakeholders and community partners in the context of undergraduate and graduate courses
- Many community partnerships stretch across multiple one-semester courses
- Support a range of course types: practicums, independent studies, thesis projects, small seminar courses, and large lecture courses

# POLL #1

Who is attending the webinar today?

In which College are you located?





**What is Community Engaged Teaching and Learning? What principles and other considerations may inform remote CETL courses?**

# POLL #2

- Do you have previous experience integrating community engagement/service learning within an online course?
- Do you plan to integrate community engagement into your Fall 2020 and/or or Winter 2021 course(s) in a largely remote/online learning environment?

# Defining Community Engaged Learning (CEL)

CEL is a teaching and learning pedagogy that meaningfully integrates community engagement and curricular programming with **intentional alignment between course learning outcomes and community identified needs.**

CEL involves **mutually beneficial collaboration** for the purposes of co-learning and co-creating relevant scholarship or scholarly activity that **strengthens academic inquiry, personal & professional development** and contributes to positive **social change/justice.**

(Varghese, Morton, & Thomson, unpublished manuscript)

# Who is Community?

- Local community-based organizations
- Local activists, advocates, folks with lived experience
- University-organized programs/on-campus student organizations
- Non-profit organizations (regional/national/international)
- For-profit businesses (regional/national/international)
- Foreign affairs and development agencies
- Donors/funders/philanthropists
- Community research teams
- Government officials, departments or initiatives (any jurisdiction)

# Defining [Critical] Community Engaged Scholarship (CES)

## Community Engaged Scholarship (CES)

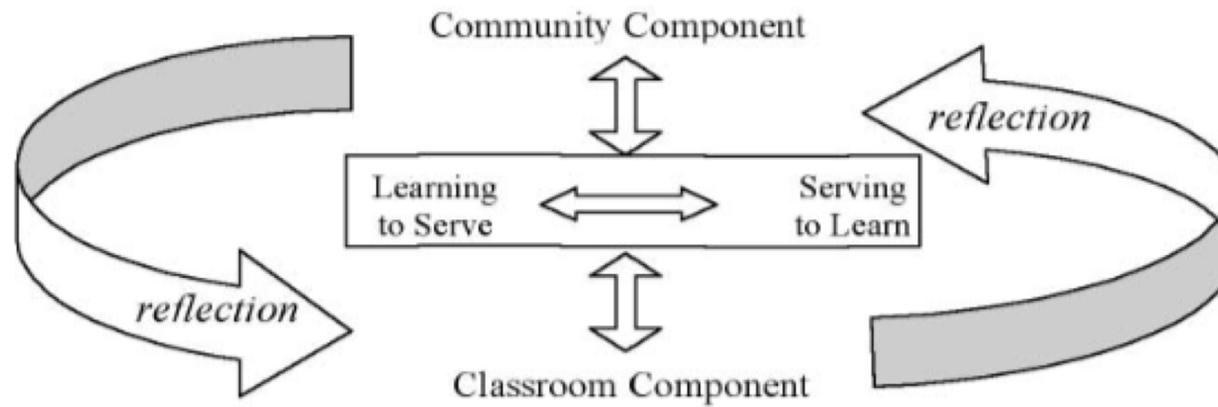
CES involves the researcher in a **mutually beneficial partnership** with the community and results in **scholarship** deriving from teaching, discovery, integration, application or engagement

(Jordan, 2007; Gordon da Cruz, 2017)

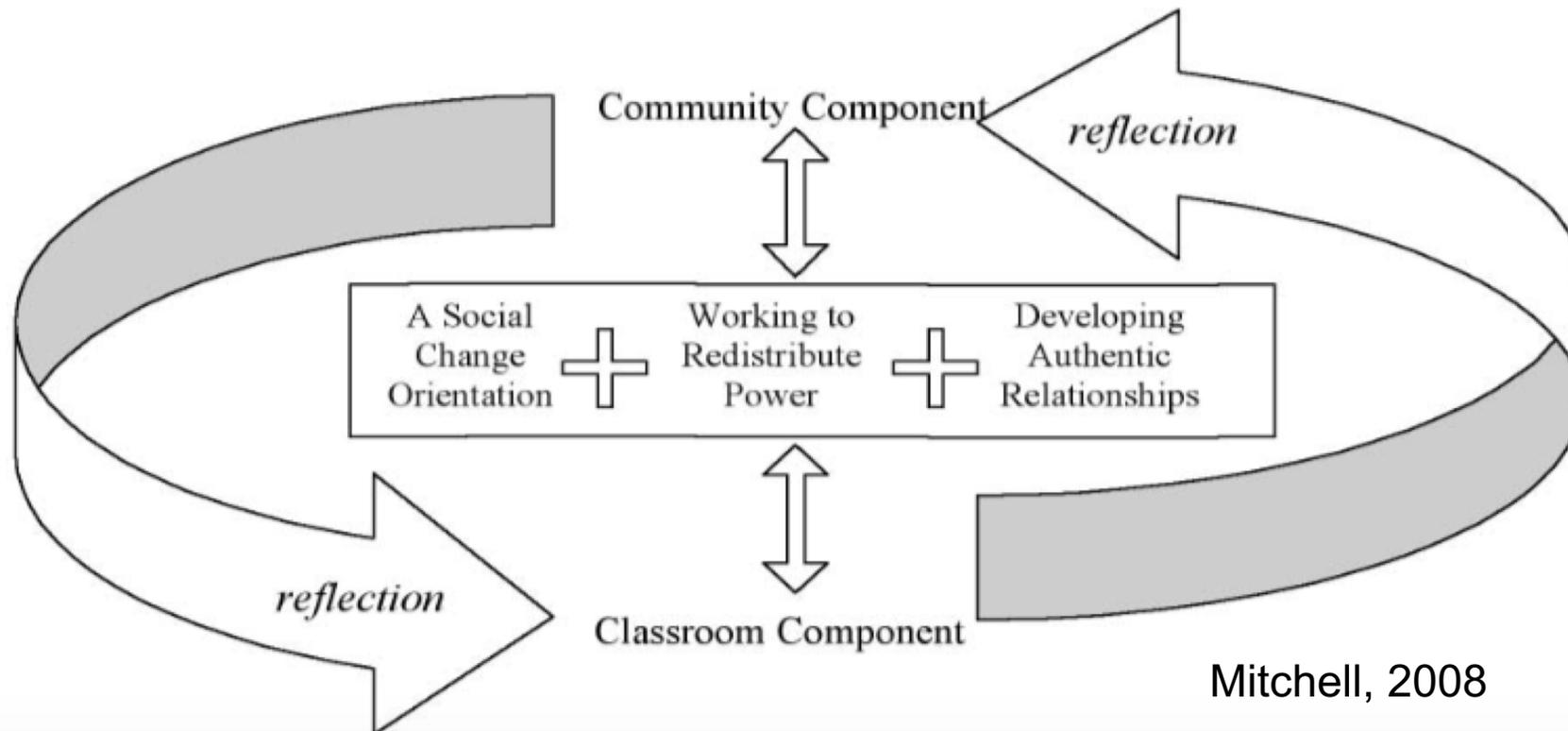
## Critical Community Engaged Scholarship (CCES)

- Informed by anti-racist and other anti-oppressive, critical theories; asset-based understandings of community
- Explicit focus on and commitment to justice and roots of social issues
- Mobilize scholarship in ways that serve justice-seeking communities and initiatives

## Traditional Service-Learning



## Critical Service-Learning



Mitchell, 2008

# Critical Community Engaged Scholarship and Critical Service Learning

Critical Service Learning - Mitchell (2008):

*Without the exercise of care and consciousness, **drawing attention to root causes of social problems**, and involving students in actions and initiatives addressing root causes, service-learning may have no impact beyond students' good feelings... and may involve students in the community in a way that perpetuates inequality and reinforces an "us-them" dichotomy.*

# Critical Community Engaged Scholarship and Critical Service Learning

## Critical Service Learning - Mitchell (2008):

*Traditional interpretations of service-learning tend to emphasize students, focusing on “preprofessional” experiences... and the personal or social development of students (mostly attitudes toward leadership, altruism, and sometimes thoughts or feelings about the people served in the community).*

*Rarely do students in service-learning programs **consider whether some injustice has created the need for service in the first place.***

# Critical Consciousness Raising and Student Achievement

*Research has suggested that critical consciousness — the ability to recognize and analyze systems of inequality and the commitment to take action against these systems — can be a gateway to academic motivation and achievement for marginalized students*

El-Amin, et al., (2017)

# Principles of [Critical] Community Engaged Scholarship

## For in-person and online/remote CETL partnerships:

- Community-identified priorities
- Focus on relationship/partnership development
- Deep collaboration
- Mutual benefit
- Attention to roots of social inequities, meaningful contributions to social justice and change
- Asset-based understandings and approaches to engaging community
- Co-creation of knowledge and collaborative action
- Clear, accessible outputs (products)

(Jordan, 2007; Morton, 2013; Gordon da Cruz, 2017)

# Principles and Considerations for Online/Remote CETL

- Ongoing digital divides and related structural inequalities have been made more visible
- *Migrating a class into domestic space changes all interactions*
- Many are balancing responsibilities across work, school, and care for children and other immediate family members, friends, larger communities, and themselves
- Options for asynchronous learning are critical
- **For now, simpler is better!**
- Engaging through audio may provide increased technological accessibility for those without access to high-speed internet
- Online learning does not have to mean one-way transfer of knowledge; much potential for co-learning, peer learning,

# Opportunities Presented through Online/Remote CETL

- Go beyond learning new technologies to address our (temporary) online/remote learning circumstances
- CETL may provide unique opportunities to reshape typical online pedagogical practices, dominant knowledge systems, and one-way flow of knowledge often core to Massive Online Open Courses (MOOCs)
- Infuse online/digital learning with more collaborative, critical orientations towards community-facing activities and assignments
- Connect student learning to relevant social and complex community contexts that currently exist

# Strategies for Successful Online/Remote CETL Course Engagement and Community Collaboration

## Ensure Access to Technical Equipment and other Tools required

- Increase/increasingly visible digital divide as a result of Covid-19 crisis
- Check-in with students and community partners directly re: technology and where gaps may be

## Ensure Access to Knowledge and Skills Capacity-Building Opportunities

- In relation to technology and online engagement skills required to succeed in course
- In relation to community collaboration, creating community-facing products
- Online learning, community engagement as learning curves for students
  - Acknowledge existing skills and build upon these in scaffolded ways to increase student confidence in new online learning environment and community engagement

# Strategies for Successful Online/Remote CETL Course Engagement and Community Collaboration

## Scope of Community and Level of Engagement

- Geographical locations of students, nature of community entities engaged
- Indirect vs. Direct engagement with community partners

## Consciously create connections and a sense of community

- Build in regular communication and meaningful interactions for relationship development
- Community and care – risk management and ensuring ongoing meaningful connections and checking-in during uncertain times (Campus Compact, 2020)

## Create a sense of place

- Pictures and other visuals and materials that are relevant to issues, communities geographical locations with which students will engage

# Online/Remote CETL Course and Partnership Considerations

## Effective engagement and communication

- Encourage communication for relationship-building purposes along with task-oriented purposes
- Build space for discussions around building rapport and positive engagement in online spaces
- Prioritize and engage with students around their needs related to online presence, privacy, and safety (relevant to online performance and engagement overall)

## Create and maintain presence as a course instructor (+ community partners if directly engaged)

- Online courses require even more regular feedback (vs. in-person courses where immediate responses are more possible)
- Support students and community in adapting to online engagement, intentional discussions around building positive engagement online, ground rules/codes of conduct for online interactions



# Designing Remote CETL Courses and Community Partnerships

# Main Components of a CEL Course

1. Clear learning outcomes (LOs) (e.g. knowledge, skills, values)
  - a) Disciplinary
  - b) CES-related
2. Assessment
  - a) Traditional (e.g. multiple choice tests, "right answer", easily graded, facts)
  - b) Authentic (Students apply many facets of their learning in new and/or complex contexts)
  - c) Peer assessment
3. Collaborative activities (amongst students, with community partners, etc.)
4. Course Assignments
  - a) Academic
  - b) Community-facing
5. Critical reflection

(Center for Instructional Technology and Training, N.D.; Kelly, N.D.; Wiley Education Services, 2020)

# Traditional Pedagogy and CETL: Balancing Course Components

Figure 4.1. Traditional Course Time Allocation

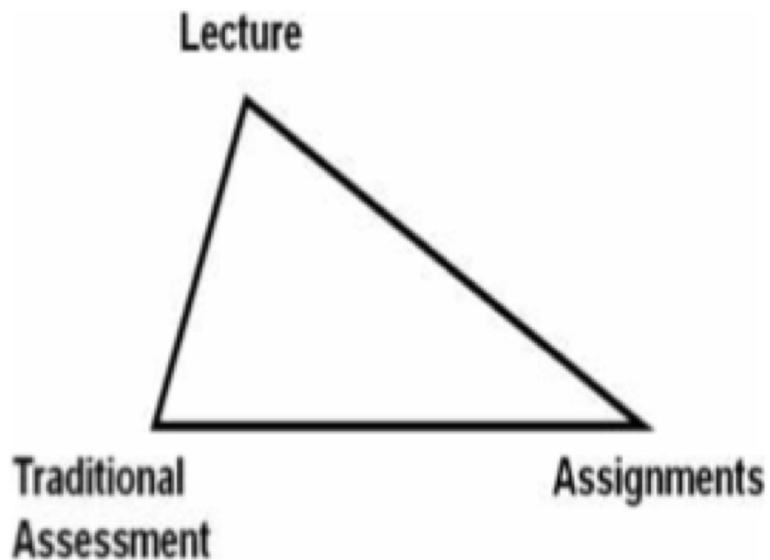


Figure 4.2. Ideal Course Time Allocation



Litchfield & Dempsey, 2015

# Authentic Assessment

- *It's realistic.*
- *It requires judgement and innovation.*
- *It asks the student to “do” the subject.*
- *It replicates or simulates the contexts in which adults are “tested” in the workplace, in civic life, and in personal life.*
- *It assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skill to negotiate a complex task.*
- *It allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.*

Two main forms:

1. *Real-world assessments that require students to engage in actual situations in their field*
2. *Realistic assessments that are relevant in nature but have students engage in situations that mimic the real world (e.g., a case study)*

# Authentic Assessment in the Online Classroom

## Authentic assessment requires course instructors to:

- Identify/research meaningful, relevant activities and assessment
- Build assessment that can be completed remotely and with attention to risk management (Campus Compact, 2020)

## Benefits:

- Provides meaningful, valid, and engaging assessment where students engage in activities/create content outside of online class platform tied to real-world

## Challenges:

- More time intensive for course instructors to develop and for students to complete!
- Assessment can be more subjective
  - Need clear links to LOs
  - Clear grading requirements and rubrics needed

## Authentic Assessment: CETL Outputs/Products

- Research or program evaluation reports (primary and/or secondary research)
- Literature reviews (secondary research)
- Proposal and grant writing
- Policy analysis/briefs
- Presentations
- Event planning
- Program development
- Clear language research summaries
- Infographics
- Blogs/vlogs
- Social media engagement (e.g. advocacy campaign, mobilizing research findings, strategy development, etc.)
- Podcasts
- Videos
- Digital stories
- Creative/arts-based products (e.g. physical and online exhibits, zines, poetry, art pieces, etc.)



# Scoping Levels of Engagement with Community



# Community Focused Learning: what can students do *without* engaging directly with community?

- **Community Focused Learning (CFL)** is a model that intentionally replaces the language of “engagement” with the language of “focused” (term coined by Dr. Mavis Morton)
- Introduces students to community engaged scholarship, practices steps/processes necessary to lead to principled community engagement
- Aligns with good pedagogy
- For online/remote learning contexts: may provide meaningful connection to outside world for students who have been engaging online for their 3rd semester in a row!

(Morton, unpublished manuscript)

# What does Community Focused Learning look like?

1. Select community organization and issue: students invited to select a community organization, advocacy group, or other entity to focus on in their project
  - Provided with resources to support/inform their search
  - Instructions: DO NOT CONTACT community!
2. Students write a proposal for their project outlining what they plan to do
  - Move forward only when proposal is approved!
3. Students complete the proposed activity/products as an individual or group
4. Students document and provide evidence of their projects
5. Students complete reflection

# What does Community Focused Learning look like?

- Public education campaigns (e.g. poster displays, painting cannon for International Women's Day, violence against women)
- Participating in an organized rally/protest
- Letter writing campaigns
- Start a petition
- Infographics
- Social media campaign adding to/amplifying community organization's messages; sharing research findings from literature
- Blogs/vlogs
- Videos
- Podcasts
- Creative products (zines, art pieces, etc.)



# Open Community-Level Datasets

## Toward Common Ground Data Portal

<http://www.towardcommonground.ca/en/data-portal/data-portal.aspx>

- Data on the social determinants of health in WDG and more

## Wellington-Dufferin-Guelph Public Health Interactive Reports

<https://bi.wdgpUBLICHEALTH.ca/>

- *Maps that focus geographical data to better understand local patterns that impact health*
- *Demographic indicators to understand the links between social marginalization and health*
- *Health status reports looking at issues that impact the health of a community or neighbourhood*

## Youth Report Card – Reports on the Well-Being of Children in WDG

<http://www.wdgreportcard.com/en/index.aspx>

## City of Guelph – Open Data Portal

<http://data.open.guelph.ca/>

- Community services, economic development, energy and environment, health and safety, finance, maps, recreation, transportation



# Community Focused Learning: Benefits and Challenges

## Benefits:

- Less time and energy intensive than direct community partnership where students in contact with community throughout course (communications plan not needed)
- Flexibility and choice for students in determining their own meaningful engagement activities/outputs - many avenues to achieving course LOs

## Challenges:

- More limited direct learning around relationship/partnership development with community
- More limited engagement with community may mean less relevance/immediate utility of student outputs
- No feedback from community partners; uptake of student work incidental
- Flexibility in student activities/products more challenging to assess in standardized way

# What does CETL with *Direct* Community Partners look like?

## 1. Community Partner Identification and Relationship Development

- Drawing on existing relationships/community networks
- Gaining grounding in community context
- Making connection with community in spirit of mutual learning and benefit

## 2. Scoping Learning Outcomes in Connection with Community Priorities

- Completed well in advance of course start date (ideally!)
- Multiple meetings/conversations with community to determine overlap in common learning priorities and desired contributions on both sides
- Honest discussions of time and energy available and knowledge and skill levels of students – do not over promise!

# What does CETL with *Direct* Community Partners look like?

## 3. Developing Communications and Work Plans

- How and when will you be in touch with community? (e.g. email, virtual meetings, phone)
- What contact will students be expected to have with community?
- How will community be engaged/provide feedback along the way?
- Develop clarity of roles and outline decision-making power

## 4. How will changes to plan/challenges/disagreements be dealt with?

- How will differences of opinions, changes to work plan timelines, and other challenges be resolved?

## 5. What are the intended goals/deliverables?

- What community-facing products/activities can community expect to be completed throughout the course and upon its completion?
- How will the quality of these products/student performance be ensured?

# What does CETL with *Direct* Community Partners look like?

## How to engage with community directly throughout an online course:

- Virtual guest lecture/workshop from community
  - Support student learning of key knowledges and skills
  - Provide grounding in community context direct from the experts
- Community provides relevant background resources for students
- Community attends virtual project meetings and check-ins
- Community leads a field trip/tour of organization/context (may have to be adjusted for current times! Virtual?)
- Community provides feedback on draft and final student products (e.g. live and/or recorded student presentations, papers, creative products)

## Additional tips:

- Provide community access to your Courselink website
- Remote sharing of documents on cloud platforms



# Why work *Directly* with Community Partners?

## Benefits:

- Increased community collaboration among students and faculty/course instructors
  - Relationship development as priority
- Integrated Knowledge Mobilization (KMb) can increase the relevance and utility of research and student outputs generated
- Long-term partnerships across semesters/courses means that different cohorts of students can build upon the work previously completed

## Challenges:

- Increased dedication of time and energy on the part of all stakeholders
- Knowledge and skill levels of students vary, and so does the quality of products
- Community partners may have limited time/less time than expected to dedicate to working with students (especially in the midst of current Covid-19 crisis)

# Considerations for Levels of Community Engagement

- Current level of knowledge and comfort with online learning environments, technology, tools
- Timing of partnerships for course instructor, students, and community (contextual factors)
- Time and energy required for deeper levels of community engagement; desired relevance and utility of activities and outputs
  - Possibilities for alignment between course LOs, activities, assessment, and community goals
- Drawing on established relationships
- Knowledge and skills levels of students
- Resources available to support student training, recognize and/or compensate community partners for their time and expertise
- Emphasize spirit of learning, discovery, curiosity, and adventure!



# **Example Remote/Online CETL Partnerships and Current Community Priorities**

# Hospice Wellington (Direct community partner)

Supporting individuals of Guelph and Wellington County who are living with a life-limiting illness or experiencing grief and bereavement. These programs extend to the families and caregivers.

- Literature reviews on topics relevant to grief and bereavement arts-based programming for community
  - In-house programming
  - Community-based programming
- Community needs assessment/GIS projection of greatest geographic areas of need

# Toward Common Ground (Direct community engagement)

- *Toward Common Ground (TCG) is a partnership of social and health service organizations that developed a collective planning model for Guelph & Wellington.*
- Adverse Childhood Service Provider Training Evaluation
  - Data analysis and interpretation
  - Report writing

# Hope House

*Providing tangible, compassionate assistance and care to those in the Guelph community and abroad through immediate relief and ongoing support with the goal of a greater level of independence.*

1. Building community as critical response to poverty:

- 7 years of data on 5000 households to which they provide service (via Prosperous People survey)

2. Program evaluation planning:

- Horticultural therapy site at Ignatius Jesuit Centre

# Local Immigration Partnership (LIP)

*Municipal or regional coalitions designed to strengthen local capacity to attract newcomers and improve integration outcomes in all aspects of life*

## **Newcomer Mental Health Study:**

- Understanding broader challenges that newcomer youth experience with mental health in the city of Guelph and County of Wellington
- 3 Focus groups and online survey (to be completed virtually)
- Community forums, report writing

# Canadian Federation of University Women (CFUW)

*Working to improve the status of women and to promote human rights, public education, social justice, and peace.*

## **Women's History Month – 75th Anniversary**

- Research will be a combination of interviews with local women leaders under 40, as well as research into issues around the “glass ceiling”
- 3 days of events at the Guelph Public Library at the end of women’s history month (October 2020) including a panel and keynote speaker

## **Women's Campaign School**

- Developing new content for campaign school, interviews with past attendees who have since run in elections (goal is to host one campaign school in Fall 2021, and one in Spring 2022)

# Dufferin County Climate Office

Equity in energy planning research, affordable energy

- Research/writing needed on economic impacts of energy planning (i.e. job creation, energy poverty, environmental benefits, health benefits, local economy).
- Program evaluation needs
- Review how various municipalities have performed on priorities related to climate action set out in existing Official Plans. (i.e. what do these commitments look like on the ground, in practice?)

# Resources for CETL: Grants and other Funding Opportunities

- **CESI's Community Engaged Learning (CEL) Course Fund**
  - CSAHS Faculty/course instructors can apply for up to \$500.00 per academic year to support CETL activities
- **CESI's Community Engaged Scholarship Fund**
  - Competitive grant for students engaging in CES (non-curriculum based) (\$500.00)
- **CSAHS Teaching and Learning Excellence Grant**
  - CSAHS Faculty/course instructors can apply for up to \$2,500.00 to support teaching and learning excellence

# Resources for CETL: Student Knowledge and Skill Building

## Capacity-Building Supports through McLaughlin Library Services:

- Research and Scholarship Staff
  - Support with searching and synthesizing literature, quantitative and qualitative data analysis
- Digital Media Librarians
  - Support with digital outputs, learning re:digital software (e.g. infographics, podcasts, videos, etc.)
- Writing support
  - Support with academic and clear language writing

# Resources for CETL: Faculty/Course Instructor Engagement and Support

- **CESI CETL Program Staff**
  - Support across the full cycle of CETL: community/stakeholder engagement and partnership development, scoping support for CETL activities and assignments, project management support, logistical support for community engagement, reviewing student generated outputs and providing feedback, guest lectures and other capacity-building supports.
- **CEL Collective**
  - Upcoming virtual interactive discussion re: Fall 2020 online/remote CETL course support (Date TBD!)

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\*The characteristics of quality community-engaged scholarship are drawn and adapted from these sources: Portland State University Promotion and Tenure guidelines, University of Washington School of Public Health and Community Medicine Promotion and Tenure guidelines, National Review Board for the Scholarship of Engagement guidelines, and Glassick C, Huber M and Maeroff G, *Scholarship Assessed: Evaluation of the Professoriate*, San Francisco: Jossey-Bass Publishers, 1997.

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## Additional Resources

Campus Compact – Enhancing Online Learning Through Community-Based Learning Course

<https://events.compact.org/fusion-2020>

Campus Compact Webinar – Engaging Online: Promising Practices in E-Service Learning and Digital Civic Engagement

<https://www.youtube.com/watch?v=7x2PaBNKTTA>

**\*\*Extensive resources database:** [https://docs.google.com/document/d/1B1FBcX6FSnbADZZIUXBRA2I4kW\\_xx4BCh4bCQj4ZQ\\_g/edit](https://docs.google.com/document/d/1B1FBcX6FSnbADZZIUXBRA2I4kW_xx4BCh4bCQj4ZQ_g/edit)

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PRELOAD Rubric for creating/evaluating CETL Syllabi:

<https://discovery.indstate.edu/jcehe/index.php/joce/article/view/460>

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# Upcoming CESI Resource....

## **Tips for Virtual Exchange and Engaging Partners Online: Experiential Learning Opportunities Through Remote Partnerships**

Samantha Blostein, Global Engagement Specialist, Community Engaged Scholarship Institute (CESI) / Guelph Institute of Development Studies (GIDS), University of Guelph

....To be shared via CESI website and social media!

....Will post as supplementary resource along with this webinar



# Thank you!

**Lindsey Thomson, MSW**

Manager, Community Engaged Learning  
Community Engaged Scholarship Institute (CESI)  
lthoms03@uoguelph.ca | 519-824-4120, x54535

**Dr. Melissa Tanti**

Coordinator, Community Engaged Learning  
Community Engaged Scholarship Institute (CESI)  
melisst@uoguelph.ca | 519-824-4120, x53682

