The Pedagogy of Community-Based Learning
What is it AND Why do we use it?

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A WORD FROM OUR PRESIDENT
Dr. Lisa Anderson
The Challenge

As Lisa Anderson noted we need to challenge the conventional dominant market-led model of education and instead build a more democratic process that can meet the challenges of environmental degradation, increasing social inequality and a new sustainable economic model for our communities.
ACE (CBL) is in GOOD COMPANY!!

- *I never teach my pupils; I only attempt to provide the conditions in which they can learn.* (Albert Einstein)

- *There are two types of education: One should teach us how to make a living and the other should teach us how to live.* (John Adams)
Quotes exemplify two core issues in modern liberal arts pedagogy
- Active Learning
- Critical Thinking

Also exemplify the philosophy of ACE (CBL):
- Interactive teaching/learning strategy, and
- Enhancing civic qualities amongst our students
ACE(CBL): THEORETICAL BACKGROUND

- The broad aim of ACE is to distinguish theories of learning as a community process of transformation of participation in sociocultural activities from
- Theories that cast learning as a one-sided process in which only teachers or learners are responsible for learning.
- Either through transmission of knowledge from experts or acquisition of knowledge by learners by themselves.
What is ACE?

- Defined as **experiential learning** where students and lecturers collaborate with communities to address problems and issues.
- Simultaneously both are gaining knowledge and skills and advancing personal development.
- There is an **equal emphasis** on helping communities and providing valid learning experience to students.
Goals of ACE

- To enhance student learning by joining theory with experience and thought with action.
- To fill unmet needs in the community through direct service which is meaningful and necessary.
- To assist students to see the relevance of the academic module to the real world.
- To enhance the self-esteem and self-confidence of students.
- To develop an environment of collegial participation among students, lecturers, and the community.
- **To increase the civic and citizenship skills of students.**
Types of ACE Teaching

- **Direct service**
  - Placing students in direct contact with people

- **Indirect service**
  - Engaging students in performing service by providing goods or a product to a needy cause

- **Civic action or advocacy**
  - Addressing the cause of a social issue
OUTCOMES OF ACE

- Personal Outcomes
- Social Outcomes
- Learning Outcomes
- Career Development
Education is the Practice of Freedom (Paulo Freire)

- "This is a great discovery, education is politics! After that, when a teacher discovers that he or she is a politician, too, the teacher has to ask, What kind of politics am I doing in the classroom?"

Paulo Freire, A Pedagogy for Liberation
• For students to **appreciate** critical thinking, and
• Learn **how** to be good citizens
• Students must **act** like citizens
• **And**
• Professors must **facilitate** such: i.e. academic community engagement (ACE)
The whole art of teaching is only the art of **awakening** the natural curiosity of young minds for the purpose of **satisfying** it afterwards. (Anatole France)

What better way to do so than ACE

Not to do so is to fail our students
Modern Teaching/Learning

Modern Pedagogy places the focus on **LEARNING** rather than **TEACHING**

Learner-centered and experience–based ways of acquiring knowledge, skills and attitudes

Required for us to live in an increasingly complex and changing world
Intelligence and expertise derive from an interaction with the environment and not in isolation from it. Effective learning engages both head and hand and requires both knowing and doing. BOTH REQUIRE REFLECTION TO LINK KNOWING WITH DOING
CRITICAL REFLECTION KEY COMPONENT OF ACE (CBL)

- Students should not be given a grade for the service hours performed.
- They are given a grade based on the learning that happens because of the service and therefore, the manifestation of that knowledge.
- In other words, the reflection assignments are the evaluative measure of a service-learning experience.
- Always remember, you do not grade the service, you grade the learning.
“passive, fragmented, and decontextualized instruction organized around generating right answers adds up to ineffective learning”

INSTEAD

“learning involves reproducing the real-world environment for learning”
ACE has been shown by extensive pedagogic research to exemplify what is best in the process of learning.

Not to make use of it in our curricula, syllabi and classrooms is to negate our primary role as educators.
HEALTH WARNINGS
IT IS NOT......

- An episodic volunteer program
- An add-on to an existing school or college curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the courts or by school administrators
- One-sided: benefiting only students or only the community
## WHAT DISTINGUISHES ACE FROM OTHER TYPES OF EXPERIENTIAL LEARNING

<table>
<thead>
<tr>
<th>TYPE OF SERVICE</th>
<th>COMMUNITY SERVICE</th>
<th>ACADEMIC LEARNING</th>
<th>CIVIC LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOLUNTEERING</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>INTERNSHIPS</td>
<td>MAYBE</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>SERVICE LEARNING (ACE/CBL)</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
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</tbody>
</table>
THANK YOU