

Community Engagement Projects: Phases of Development

From Theory to Practice: <i>What do courses look like when they align with the three-phased model?</i>	Phase I: Exposure	Phase II: Capacity Building	Phase III: Responsibility
Goals of this Phase	<ul style="list-style-type: none"> Introducing service-learning and course content/concepts; Initial skill development; Introducing academic reflection; Building cultural and interpersonal competencies. 	<ul style="list-style-type: none"> Increasing expectations, student responsibility for outcomes; Practicing personal/professional skills introduced previously; Progressing to higher-levels of critically reflective thinking. 	<ul style="list-style-type: none"> High-level student accountability for outcomes; Skill mastery, with professional development and application; Mastering higher levels of critically reflective thinking and expression.
Instructor Role	Primary Manager – define project, facilitate student interaction with partner, outline clear processes and expectations, provide close guidance.	Facilitator – provide structure but require student project management; select partners and establish outcomes, but invite student input.	Coach or Consultant – suggest strategies and structure, but empower students to implement and innovate. Monitor progress.
Level of Responsibility	Participation – design projects that invite students to join under your leadership, emphasize skill-building they will utilize later.	Contribution – gradually step back as students take more responsibility; invite student contributions to project design, process, and outcomes.	Full Responsibility – support students as they take charge of identifying and managing some or all project components.
Extent of Teamwork	Class Project – guide the entire class in a collaborative project ensuring each student finds a valuable role.	Individual Project/Role – help students foster skills and capacities by taking on individual projects and/or components of projects.	Small Group Project – ask students to create or join team-based projects, and to use previously developed skills to work effectively with others.
Intensity/Duration of S-L Project	One-Time/Discrete – integrate a clearly defined and time-limited S-L project. Apply course content to this “case” throughout the semester.	Course-basis – shift to a balance between course content and S-L with a project that extends across a longer time-period, requires more attention.	Long-Term Commitment – project is central focus of the course (such as a capstone), requiring use of content knowledge from prior courses.
Community Contact	Hypothetical/Non-Direct – maintain your control over student exposure to partners; projects may take place within the classroom.	Indirect – get students “onsite,” but carefully manage direct contact with community consider “background” support.	Direct –students work on site with populations served or general public. They manage contact with partners.

Source: Shields, E. (2019). Engaged Faculty Service-Learning Institute. Presentation at the 2019 UNI Service Learning Institute. Cedar Falls, IA