

Defining Deliverables for Community Engaged Learning

Community Engaged Learning at Western encourages community partners to define a deliverable or set of deliverables for students to complete when engaging in a project within your organization. This not only ensures that students have an avenue through which they can demonstrate the learning that they have gained while engaged in organizations, but also to ensure that community partners have a useful tangible product resulting from their investment in student learning.

Community Engaged Learning (CEL) at Western acts a response to community-defined needs and encourages community partners to develop projects that will add capacity to the organization. The following are examples of deliverables that students have worked towards through Community Engaged Learning initiatives.

Literature Reviews or Annotated Bibliographies

Students are able to access the robust Western Libraries system, which is often helpful for community partners who would like an understanding of the academic literature that has been published on a specific topic. A **literature review** is written in prose format, and is organized in a way that identifies common themes, or pulls out pieces of information that is relevant to the specific topic in question. A literature review lends itself to analysis of an engagement with the body of literature on a particular topic, and often will lead the student to draw his or her own conclusions on a specific topic or area of inquiry. An **annotated bibliography** resembles more of a list and summary of literature found on a particular topic. An annotated bibliography requires less analysis and is simply a detailed and account of existing literature on a specific topic.

Organizational Communications and Social Media Plans

Organizations often benefit from students' savviness with technology and their ideas to engage diverse audiences through employing different communication methods to communicate organizational priorities and initiatives to the general public. This can include communications on program delivery, events, fundraising, or campaigns. Students can create communications and/or social media plans for organizations, that can include, but are not limited to, the following:

- Market analysis of the target community to be engaged
- External analysis of competition or other events/initiatives happening concurrently

- Recommendations (and implementation) for engagement over social media (the students can also create social media accounts on Twitter, Facebook, Blog sites, etc and use the Hootsuite software to schedule tweets and posts)
- Recommendations on web development or web design
- Development of year-long communications and marketing plan that identifies key channels and messages to be sent

Campaign Outreach Materials

Many organizations have annual campaigns that require the creation of outreach materials aimed at engaging the general public. Students can work with organizations to research methods for outreach and design posters, pamphlets, postcards, or any other form of publication that will assist organizations in communicating campaign messaging.

Event Planning/Execution

Organizations often use special events as a means to engage staff, volunteers or the general public in their organization's mission. Students can be involved in all planning stages of a special event on behalf of an organization. Specific duties can include creating timelines for planning, engaging volunteers, and carrying out event logistics.

Presentations

Students are able to use programs such as PowerPoint or Prezi to create attractive and dynamic presentations for their community partners to use in outreach or education sessions. Students can be involved in all aspects of creating a presentation, including research, developing diagrams/tables, and gathering statistics. In some cases, students can deliver the presentations as ambassadors of the organization.

Position/Response Papers

Students can access library resources and other publications accessible to the public to research and engage with a specific topic that advances the mission of an organization. Organizations will be presented with a well-researched essay that provides evidence-based examples of policies and practices within the public sphere. Students can also assist in writing pieces used in advocacy and community engagement campaigns for partners.

Fundraising Initiatives

Students can work alongside community partners to plan and implement effective fundraising events or campaigns that seek to educate the public about the organization's services and gather the interests of donors in the community.

Grant-Writing

Students can put their writing skills to use by assisting community partners in the grant writing process under the supervision of fund developers within community organizations. Students can also engage in meaningful research and evaluation of programs for purposes of reporting impact of funding to donors.

Films

Students can deploy many film-making technologies to create meaningful short films for community-partner organizations. Films are usually 3-10 minutes in length and involve an intentional development of storyline and intended outcomes with community partners.

Community Interviews

Students are able to interview community members on behalf of the community partner organization for purposes of data collection. Students may report their findings via blogs for the community partner, formal reports for the organization, or other means decided upon by the community partner. (**NOTE:** All interviews completed by students are to be done on behalf of the community partner organization and not Western University for the purposes of Research Ethics. To use best practices for research, any data collected by the students shall not be permitted to be used beyond the purpose for which it was intended)

Program Evaluation

Students can work with community partners to develop logic models, define program outcomes, develop data collection tools, administer evaluations and interpret data for community partners for the purposes of reporting on outcomes and continuous improvement of program effectiveness.

Mentorship/Tutoring

Students are able to participate in one-one or group mentorship and tutoring. Examples of this would be mentoring a newcomer to Canada who is learning the English language through one-one conversation, or partnering with a student at an after-school program to work on homework.

New Project or Program Proposals

When an organization is creating new programs or projects, students can assist in developing a project plan with defined outcomes, deliverables, phases and required work to achieve a solution or meet a required need for our community organizations.

Implementation of Deliverables into Community Engaged Learning Projects

Students and community partner supervisors are advised to define deliverables and outcomes of those deliverables in an initial meeting using the *Student and Community Partner Expectations Agreement* form. This document, which will be provided to community partners and students, involves 5 steps: Defining the Players, Setting the Terms of Engagement, Defining the Project, Planning for Success, and Monitoring the Work.