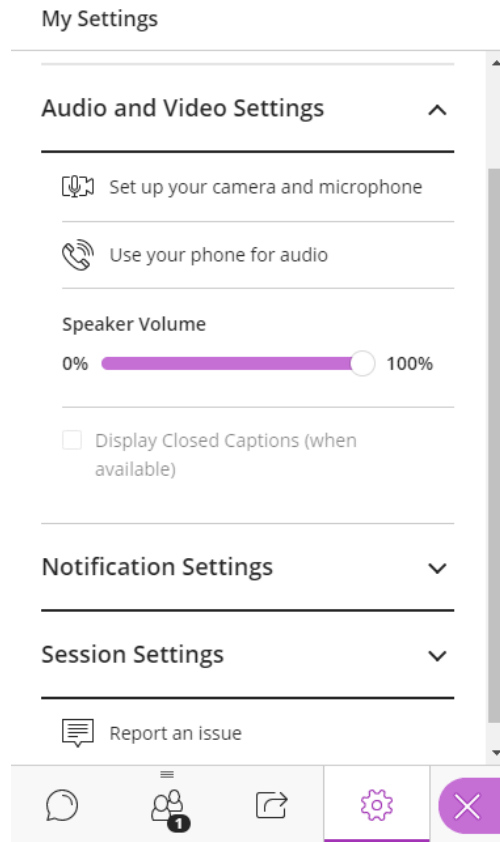
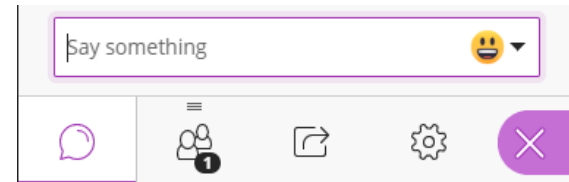


# Before we get started...

- 1) Open the Collaborate panel (bottom right of screen)
- 2) Click on the gear icon for settings
- 3) Check your audio & notification settings



**Controls:** Test muting and unmuting, raising your hand, and providing feedback



**Chat:** Feel free to use the chat to interact with your colleagues and the moderators.

# Adapting Experiential Learning for Remote Delivery – [Webinar Series](#)

Session Title	Session Date
1. Effective Partnership Development and Engagement in a Remote Environment	<i>Session slide deck and recording are available on webinar series website.</i>
<b>2. Community-Engaged Learning</b>	<b>Monday, July 6<sup>th</sup> from 11-12 PM EST</b>
3. Field Work Films: Notes on Recording for Remote Teaching	Tuesday, July 7 <sup>th</sup> from 2-3 PM EST
4. Field Experiences	Wednesday, July 8 <sup>th</sup> from 1-2 PM EST
5. Teaching Research-Intensive Courses Remotely	Friday, July 10 <sup>th</sup> from 1-2 PM EST
6. Organization-Partnered Projects	Monday, July 13 <sup>th</sup> from 1-2 PM EST
7. Academic Internships	Wednesday, July 15 <sup>th</sup> from 2-3 PM EST
8. Designing Remote Activities to Spark Student Engagement	Tuesday, July 21 <sup>st</sup> from 1-2 PM EST

# Session 2. Community-Engaged Learning

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## Adapting Experiential Learning for Remote Delivery Webinar Series

July 6, 2020



UNIVERSITY OF  
TORONTO

# Meet your session panelists.

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## Session Facilitator:

- **Dr. Jennifer Esmail**, Assistant Director, Experiential Learning and Centre for Community Partnerships; [jennifer.esmail@utoronto.ca](mailto:jennifer.esmail@utoronto.ca)

## Session Speakers:

- **Dr. Heather Hermant**, Lead Coordinator, Academic Initiatives, Centre for Community Partnerships; [heather.hermant@utoronto.ca](mailto:heather.hermant@utoronto.ca)
- **Professor Michelle Arnot**, Associate Professor, Teaching Stream, Associate Chair, Undergraduate Education, Department of Pharmacology and Toxicology, Faculty of Medicine; [michelle.arnot@utoronto.ca](mailto:michelle.arnot@utoronto.ca)

# The Centre for Community Partnerships

The Centre for Community Partnerships (CCP) builds community, enhances capacity and stewards partnerships for community-engaged learning and research initiatives.

- Support instructors across all campuses and disciplines as they develop CEL/R courses, scholarship and partnerships.
- Convene workshops and events to bring CEL/R instructors together to develop their pedagogy and practice.
- Provide pedagogical advice and assist with securing partnerships, placements and projects for CEL courses.
- Issue a monthly newsletter with events and opportunities of interest.

[www.ccp.utoronto.ca](http://www.ccp.utoronto.ca)

# Defining Community-Engaged Learning

- Enabled through **partnerships** with communities or grassroots, nonprofit or public organizations.
- Responsive to **community-defined priorities**.
- Rooted in **reciprocity**, where community partners and students all benefit from the engagement.
- Asks students to undertake '**reflection**' to connect community engagement to defined learning objectives.

# Webinar Objectives

1. Provide an overview of how the COVID-19 pandemic has affected the nonprofit sector as well as its implications for community-engaged learning (CEL).
2. Outline three key models of remote CEL, as well as some alternative strategies for teaching community engagement.
3. Share the experience of an instructor as she transforms her CEL course into one that can be delivered remotely.

# The COVID-19 Pandemic and Our Community Partners





# Pandemic Effects on Nonprofit Organizations: *Epidemiological and Economic*

"Ontario's nonprofits and charities are facing a **triple threat** as a result of COVID-19":

- Loss of revenue (decline in donations, fundraising, revenue generation)
- Human resource challenges (both paid staff and volunteers)
- Office closures and program and service cancellations (ONN, 2020)

Revenues have declined an average of 30.6% since the onset of the pandemic, with 69% of charities reporting decreased revenues (Imagine Canada, 2)

30% of [Canadian] charities have already laid off staff and 55% say new or additional layoffs are a possibility" (Imagine Canada, 2).

"Almost one in five [Ontario] nonprofits have closed their doors – at least for now – or are making plans to do so." (ONN, 2020).

# Pandemic Effects on Nonprofit Organizations: *Implications for Community-Engaged Learning*

- Re-prioritization of organizational activities
  - Poverty, food security, health
  - Volunteer programs halted
  - Short-term planning horizons
- Reduced staff capacity to coordinate and supervise students
  - Staff laid off, working from home, managing increased demand
  - Developing project/placement ideas more challenging
- Power and resource imbalances heightened
  - University of Toronto vs. Nonprofits
  - Large vs. Small organizations

# Developing a Remote CEL Course

A photograph of a classical building's archway and column against a blue sky. The arch is made of light-colored stone or concrete, with multiple layers of molding. A column with a decorative capital is visible in the lower right corner. The sky is a clear, light blue.

**Please View:**

[Community-Engaged Learning in  
Online Spaces: A Guide for Instructors](#)

## **The Consultation Model**

- Community partners identify and introduce challenges. Students work remotely to devise responses or solutions.
  - Example: A community partner wants to communicate the benefits of harm reduction to the general public. Students work in teams to create a communications strategy.

## **The Project Model**

- Students contribute to initiatives led by partners, without necessarily working towards a predetermined outcome.
  - Example: A partner wishes to create multilingual brochures about COVID-19. Students research best practices and recommend content and design.

## **The One-on-One Model**

- Each student is paired with one individual from or through the partner organization.
  - Example: A student chats weekly with a senior, tutors a high school student, or meets regularly with a social sector mentor.

# Alternatives to CEL By Learning Objective

Link theory to practice

Case study analysis

Timed case competition

Learn from community expertise

Guest lecture or panel

Assigned texts: podcasts, grey lit, art, life writing

Gain hands-on professional experience

In-class projects: op-eds, policy briefs, reports

Remote networking event

Engage in social justice work

In-class projects e.g., advocacy campaign, podcast series

Research projects: new wiki pages, research on community resilience

# Recommended Strategies and Considerations

## Community Partner Relationship-Building

- Go back to and maintain warm relationships, look for new partners
- Be gentle, be present, offer proposals, but pause as needed
- Communicate clearly about expectations

## Course Design and Management

- Be flexible and adaptable (in activity, structure, hours and planning)
  - Partners' timelines may be urgent, their needs may shift suddenly
  - Expect to take on more supervision than typically
  - Consider integrating peer evaluation
  - Consider what special training students may need before starting
- When designing projects, be informed by communities engaged with, and use anti-oppressive, assets-based approaches

# **Adapting a CEL Course for Remote Delivery: PCL 389H**



# Adapting CEL for COVID-19

- The Course
  - Learning objectives and goals
  - Our partners
  - Should I offer it this year? What do students get out of it?
- How to approach partners (returning or new)?
- How to create or leverage projects that are meaningful for students
- How to engage students with the “intimacy” and empathy associated with community engaged learning
  - partner connections and experiences via remote learning
- How to maintain student engagement
  - Tips/tools: Breakout rooms, google presentations/working doc, padlet, polls, whiteboards
- How to assess students remotely



# PCL389H1F: The Role of Pharmacology and Toxicology in Society

- Partners within community health/outreach and harm reduction organizations across GTA
- Focuses on drug use, substance use disorder and mental health often within marginalized communities

## Example Course Learning Objectives:

- **Improve student knowledge**/awareness of Pharmacology & Toxicology in their community
- **Link student awareness** between discussions from research/classroom with outside community
- **Engage** students in community/social awareness
- Improve student's awareness of **Pharmacology and Toxicology in Health Policy**

# PCL389H1F: The Role of Pharmacology and Toxicology in Society

## Example Student Learning Outcomes:

- Students will be able to **articulate social, economic, cultural, and physiological factors** that affect people's exposure to harmful, illegal, and/or contraindicated substances
- Students will be able to **evaluate the strengths, weaknesses, and challenges** of health and social policies
- Students will be able to **integrate experiences and knowledge gained in their community placements** with materials (discussions and readings) covered in lecture
- **Students will have the opportunity to integrate their own experiences and knowledge, expand their perspective through sharing and listening to community voices with lived experiences.**

# Why Offer My PCL389H This Year?

COVID 19 has negatively affected many marginalized communities.

- Overdose deaths across Canada are at *significant* levels.
- Marginalized communities are more negatively affected during COVID-19.
- Provide access to up-to-date knowledge and students with excellent research skills.
- Provide students valuable experience professionally and personally.
  - *"Before this experience, I viewed pharmacology and toxicology strictly as biological sciences. However, now I see how this scientific knowledge is translated into societal applications. Thus, to me, drug addiction itself is a societal "translation" of pharmacological knowledge. ...Overall, this experience widened my interpretations of the connections between pharmacology, toxicology and the society we live in."*
  - *"my assumption that individuals have the choice to stop is probably not the right way of looking at it because it can hinder our abilities as researchers and volunteers to find appropriate treatments to help reduce the harmful effects of drug addiction..."*

(Kabli et al. 2013)

# How to Approach Partners and Projects: COVID-19 Planning

- Appreciate the challenging space our partners find themselves currently.
- Be open to variety of different types of opportunities for collaboration.
- Be flexible and think about plan A, B...Z.
  - A: organizations take on remote projects they supervise
  - B: develop our own projects that they could “subscribe”, access and be beneficial for their community
  - Z: case studies, examination of drug use in media and culture over time
- Provide opportunity for them to "join" the course.
  - *For your reference: sharing first contact email and request for collaboration form*

# Making Meaningful Connections

- With peers, partners and projects.
- Decision made to go entirely online.
  - Course will NOT be recorded (synchronous only)
  - Equity across student body
- Invited Guests:
  - Community Partners/Peer Workers
  - Experts from Research
  - Experts from Health Care (how to be an ally/marginalized communities)
- Importance of "projects" and bringing back what students are learning and identifying with the projects etc.
  - Class discussion
  - Embedded within student reflection prompts
  - Group Activities

# Reflection Question

*If creating meaningful connections -- whether between students and community partners, theory and practice, the University and communities around it, and/or different forms of knowledge and experience – is a key objective for a CEL course, how can you continue to enable those connections in a course taught remotely?*

# Evolve Student Assessment

## PREVIOUSLY

- Reflections
  - Perceptions, assumptions & partner/community interaction
- Student Debates (group)
  - Written summary, oral presentation & ability to answer questions

## THIS YEAR

- Reflections
  - Perceptions, assumptions based on content/ideas visitors share or examination of media and language use
- Student Presentations (group)
  - Written overview, oral presentation & ability to answer questions (*match presentations/topics with opposing views?*)

# Evolve Student Assessment

## PREVIOUSLY

- Participation
  - In-class active
  - Attendance
  
- Final exam
  - MCQ, Short answer and Reflection

## THIS YEAR

- Participation
  - Breakout rooms on prompted discussion, students create summaries/notes
  - "Chat" engagement
  - Discussion Board engagement
  - Shared (Google?) document engagement
  
- Final Assessment
  - Short answer and Reflection
  - Still TBD: Take home or timed exam on Quercus



# Contact Information and Additional Experiential Learning Resources



# Contact us to continue the discussion.

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- **Professor Michelle Arnot**, Associate Professor, Teaching Stream, Associate Chair, Undergraduate Education, Department of Pharmacology and Toxicology, Faculty of Medicine; [michelle.arnot@utoronto.ca](mailto:michelle.arnot@utoronto.ca)

# Bibliography.

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Imagine Canada, *Sector Monitor: Charities and the COVID-19 Pandemic*, May 2020. <https://www.imaginecanada.ca/en/covid19>

*[Survey completed by 1458 respondents between April 15<sup>th</sup> and 28<sup>th</sup>]*

Ontario Nonprofit Network. *COVID-19 Flash Survey*. April 2020. <https://theonnc.ca/our-work/covid-survey-2020/>

*[Survey completed by 483 respondents between March 23 and April 2, 2020.]*

Effects of Academic Service Learning in Drug Misuse and Addiction on Students' Learning Preferences and Attitudes Toward Harm Reduction. Kabli et al., *AJPE*, 2013 Apr 12; 77(3): 63. doi: [10.5688/ajpe77363](https://doi.org/10.5688/ajpe77363)

# Thank you!

## *Here are some additional resources:*

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- **Remote Experiential Learning Resources** – For additional resources available to faculty and staff as they design, implement and administer remote experiential learning opportunities, please view the following SharePoint site, available to all UofT faculty and staff - <https://utoronto.sharepoint.com/sites/dvpp-aelr>.
- **Remote Experiential Learning Webinar Series** – To register for additional webinar sessions in this series, please view the following website - <https://utoronto.sharepoint.com/sites/dvpp-aelr/SitePages/Adapting-EL-for-Remote-Delivery---PD-Series.aspx>.
- **Experiential Learning at UofT** – For more information about experiential learning at the University of Toronto, please view the following website - <https://experientiallearning.utoronto.ca/>.
- **Centre for Community Partnerships** – Sign-up for the CCP faculty newsletter online: <https://studentlife.utoronto.ca/forms/centre-for-community-partnerships-newsletter-sign-up/>. We look forward to hearing from you!