Becoming a Community Engaged Professional in Management Studies using Relational Pedagogy

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1. Overview
   a. Community Engaged Scholarship: What/Why?
   b. Roles of Community Engaged Professionals

2. The concept of relational pedagogy.

3. The process of facilitating service-learning: using relational pedagogy.

4. Application of relational pedagogy:
   b. Initiating: community engagement with for-profit and not-for-profit organizations.
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1- Overview
a. Community Engaged Scholarship: What / Why?

What?

‘Community–engaged scholarship (CES) refers to mutually beneficial partnerships between universities and communities designed with the intention to collaboratively develop and apply knowledge to address consequential public issues, like police violence and inequitable access to education. The collaborative aspect of CES distinguishes it from other, more traditional types of research and carries multiple benefits: indigenous knowledge can improve the quality of research ...... (Gordon da Cruz, 2017, p. 148).
1- Overview
a. Community Engaged Scholarship: What / Why?

Why?
• Personal commitment to the advancement of communities.
• Commitment to advance the learning experience of students (service-learning).
• Contribute to policy formation and practice of CES within institutes of higher learning (e.g. MacEwan University).
• Advancing knowledge in studies of CES.

(See Cooper 2014).
1- Overview

b. Roles of Community Engaged Professionals

• Understand the concepts of community engaged scholarship.

• Collaborate with students and community organizations as co-educators, co-learners, co-generators of knowledge.

• Integrate research, teaching and service through community engagement.

• Mentor students and faculty to build community engagement scholarship and portfolio.

• Provide leadership to advance community engagement scholarship in higher institution of learning (e.g. MacEwan University School of Business).

(See Doberneck et al. 2017).
2- The Concept of Relational Pedagogy

As Kolb et al., (2014) noted ‘..in the midst of the multitude of educational theories, learning technologies, and institutional procedures and constraints-teaching is above all a profound relationship’ (p.218).

Relational pedagogy is based on the philosophy that teaching, and learning is a relational process. It is based on an anthropological notion that human beings exists in relationships and that the individual is ‘an aspect or a by-product of relationships.

(see Aspelin, 2014; Ljungblad, 2019).
3- The Process of Facilitating Service Learning:
Collaborating with Students as Co-Generators of Knowledge

Service learning is a form of experiential learning that enables students gain practical experience of real-world issues related to course content through hands-on experience, personal reflection, and community service and development


Four Predominant Components of Service Learning:

1. an integration of course content with service to the community,
2. students engaging in reflection,
3. demonstrating civic responsibility, and
4. reciprocity.
4- The Application of Relational Pedagogy

a. **Presenting**: an attentive presence and interacting with students.

Using relational competencies of the teacher/educator:

- **Interpersonal communication**
- **An attentive presence.**
  - Situated practice of care and empathy.
  - Respect, trust and inclusivity.

(see Aspelin, 2014; Ljungblad, 2019).
Interpersonal Communication

- Teacher-student participation and transformation while sharing meanings and knowledge.
- Emotions during interactions are channelled towards educational goals.
- Listening: while teacher’s voice is often heard first, in applying relational pedagogy, giving students’ voice is emphasized.
- Interactions are both formal and informally (friendly). Within this interaction, learning occurs.
- Speaking in plain language for ease of understanding.

(see Aspelin, 2014; Ljungblad, 2019).

4- The Application of Relational Pedagogy

4- The Application of Relational Pedagogy

a. **Presenting**: an attentive presence and interacting with students.

**An Attentive Presence**

- Being approachable and available.
- Being observant: both teachers’ and students’ actions / inactions.
- **Speak-Pause-Listen**: speaking includes discussions, delivering lectures, asking questions etc.....Think-Pause-Speak.
- Adaptable to situations: not overly focused on class preparations and content delivering.

(see Aspelin, 2014; Ljungblad, 2019).
4- The Application of Relational Pedagogy

b. Initiating: community engagement with for-profit and not-for-profit organizations.

- Through students.
- Through alumni network.
- Direct contact to communities.
- Listed organizational partners with institutes of higher learning.
4- The Application of Relational Pedagogy

c. Sustaining: institutional partnerships with community organizations.

- Committed to proposed plans with students and existing partners.
- Visiting communities and inviting communities (community agency) into campuses.
- Offer related services to meet the needs of communities.
- Celebrating community-campus partnership.
4- The Application of Relational Pedagogy

c. Sustaining: institutional partnerships with community organizations.

- Connecting beyond campus environment (e.g. social media, advocating business services offered).
- Retaining details of all community members engaged with the university in one database.
- Receiving feedback on community-campus partnership approaches from community members.
- Offering training opportunities to both faculty members and community organizations on the benefits and approaches to community engaged learning.
5-References:


Thank You

Questions and Answers