

Integrating Community-Engaged Scholarship into Doctoral Education: Opportunities and Challenges

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Objectives of this Presentation

- This presentation will describe opportunities and challenges related to integrating community-engaged scholarship into doctoral student education.
- We will present the learning objectives and assignments from our syllabus, as well as the rationale behind the assignments.

Student Learning Outcomes for the Course

- Our students have not received consistent messages throughout their coursework about what community-engaged scholarship is and why it is important.
- Thus, we want students to be able to *understand for themselves* and to be able to *articulate to others* what community-engaged scholarship is and why it is important.

Student Learning Outcomes for the Course

- We want students to appreciate the importance of *process* over *product*.
- This includes appreciating the critical importance of the *negotiation* process, and also,
- The importance of *reflecting on the process* throughout the project.
- (It should be noted that previous CES attempts in our college emphasized *product* over *process*).

Student Learning Outcomes for the Course

- We want the students to be able to communicate to multiple stakeholders (not just an academic audience).

ASSIGNMENTS

Reflexive Journal

Rationale:

- To cultivate attention to *process*
- To cultivate a disposition to be flexible as the project evolves

Securing a Partner and Scope of Work

Rationale:

- Do our students have a deep enough background about their partner?
- Do our students know about the partner's interests and values?
- Have our students talked with individuals, and not just with the people who will help them run the project, but with other people who will be involved in the project, all of the stakeholders?

Securing a Partner and Scope of Work

Rationale:

- This assignment asks students to start to build a relationship with the stakeholders; a relationship with constant communication to build trust
- The emphasis is not just about gaining consent but emphasizes the process of negotiating the aims, scope, and format of the project.

Understanding the Problem More Deeply

Rationale:

- We want students to develop the disposition of wanting to understand the problem (and the community) more deeply before taking action.
- We want them to appreciate the need to understand the history of the community and the concerns of the community.

Literature Synthesis of CES

Rationale:

- We want students to understand and to be able to articulate what community-engaged scholarship is and why it is important (as well as how CES is recognized as a legitimate field of scholarship within the academy)
- We also want students to practice the academic skill of synthesizing literature systematically (a skill they will need as they move forward in their independent scholarship)

Disseminating the Findings in Three Ways

- A. Report back to the community partner*
- B. Oral presentation to peers & instructor*
- C. Academic presentation to a community of scholars – For this component you have a choice of either:*

Disseminating the Findings in Three Ways

Rationale:

- We want students to identify the most relevant components of the projects depending on the audience
 - What matters to an audience of academics might not be the same as what matters to the stakeholders
- We also want the students to reflect on the process of presenting to the stakeholders
 - What was it like to prepare this presentation?
 - What were the future steps that were negotiated as a result of this presentation?

**LESSONS LEARNED AFTER
TEACHING THE COURSE**

- Students need more scaffolding in relation to how to design a research study
- Students need more scaffolding in relation to how to conduct a literature review
- We need to help students recognize when there are gaps in their methodological understandings (e.g., how to conduct qualitative research)
- We need an additional assignment to help students to align the research questions and the methods of their project
- We cannot overlook the fundamental research design skills required in this course (in addition to focusing on the unique components related to engaged research)