

# Becoming a Community Engaged Professional in Management Studies using Relational Pedagogy

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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).

## 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

*.....(See Stanton & Giles, 2017; Wang & Calvano, 2018).*

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.



# 4- The Application of Relational Pedagogy

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

## 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

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.

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Thank You

Questions and  
Answers

