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CIRCLET Themed Resource List on Key Topics Relevant to Community Engaged Research and Learning

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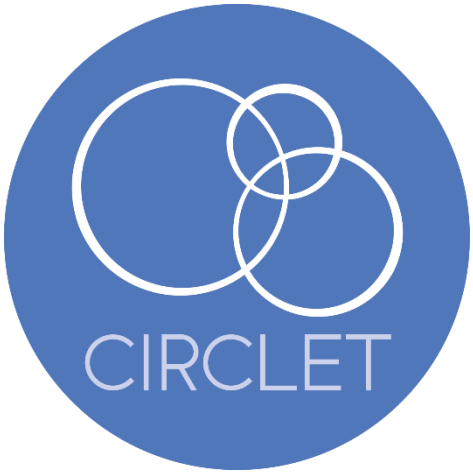

Themed Resource List on Key Topics Relevant to Community Engaged Research and Learning

Catherine Bates

Sinead McCann

Caroline McGowan

TU Dublin Programme for Students Learning With Communities

Co-funded by the Erasmus+ Programme of the European Union

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is published by the CIRCLET (*Curriculum Innovation through Research with Communities: Learning circles of Educators and Technology*) project (2019-2022).

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Go to www.circlet.eu for more information and inspiration

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Please see **the Continuing Professional Development module** for the full list of people whose work contributed to the development of the module, from which these resources are drawn.

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Introduction

This **Themed Resource List** was produced as part of the process of developing a **postgraduate Continuing Professional Development (CPD) module for lecturers** who wish to build, or enhance, Community Engaged Research and Learning (CERL) projects in the modules they teach, as part of the Higher Education curriculum. CERL (or service-learning, as it can be known) is a high-impact activity in Higher Education (Kuh, 2008), increasing student engagement and learning. CERL also supports community goals and makes teaching more interesting for lecturers.

The module was designed to build capacity among lecturers for CERL, including developing relevant knowledge, skills, attitudes and values. Our approach to the module aligned with CERL as a pedagogy, which involves authentic, experiential learning, driven by collaboration and engaged participation, and underpinned by reflection.

This innovative postgraduate online module, on reimagining and redesigning modules/courses to embed CERL into the curriculum in Higher Education, was developed as part of the CIRCLET (*Curriculum Innovation through Research with Communities: Learning circles of Educators and Technology*) Erasmus+ Strategic Partnership project (2019-2022). The module work was led by TU Dublin, with significant support and inputs from the CIRCLET project team (see more details in the module guide).

Glossary of abbreviations:

CERL: Community Engaged Research and Learning

CIRCLET: Curriculum Innovation through Research with Communities: Learning circles of Educators and Technology.

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1. Introduction to Community Engaged Research and Learning (CERL)

Introduction to Community Engaged Research and Learning (CERL): very short accounts from stakeholders talking about their experiences

- Queen's University Belfast (2020, July 10). *A student's experience- Share Village*. Science Shop. https://www.qub.ac.uk/sites/ScienceShop/Students/ . We recommend scrolling down to the Share Village case study video.
- Matolay, R., and Pataki, G. (2016, November 24). Untitled. Living Knowledge. https://www.youtube.com/watch?v=811CXdOprms
- Antón, M. (n.d.). *It's really satisfying to see that your participative final project can have a real influence on society*. Universitat Oberta de Catalunya. Retrieved 19 July 2021, from http://cv.uoc.edu/estudiant/mes-uoc/en/actualitat/noticies/comunitat/arxiu/2019/entrevista_doble_treballs_collaboratius.html
- O'Rourke, P. (2020, May 5). *Community Engaged Research and Learning, A lecturer's perspective*. Students Learning With Communities TU Dublin. https://www.youtube.com/watch?v=BtEHj-2HqCg.
- Bresseleers, M. (2020, September 14). *CIRCLET Reflections: Community Partner Discusses Working with VUB Students.* SLWC TU Dublin. https://www.youtube.com/watch?v=HHeyjQnXHos

On CERL in the curriculum

- McIlrath, L. and McDonnell, C. (n.d.). *Community Based Learning – An Introductory Guide for Higher Education Staff*. Campus Engage. Retrieved July 19, 2021 from http://www.campusengage.ie/wp-content/uploads/2018/12/Community-Based-Learning-WEB.pdf

2. Exploring CERL in Higher Education

Short introductions to experiential and transformative philosophies of education, which underpin CERL.

- Mason O'Connor, K., McEwen L., Owen, D., Lynch, K. and Hill, S. (2011). *Literature review: Embedding community engagement in the curriculum: An example of university-public engagement.* NCCPE, University of Gloucestershire, HEA. https://www.publicengagement.ac.uk/sites/default/files/publication/cbl_literature_review.pdf – **Recommended reading pages 13-15*
- McGuire, S. (n.d.). *Incorporating Metacognition Strategies Into The Classroom.* Innovative Educators. Retrieved July 19, 2021 from https://www.youtube.com/watch?v=iXKy1El7nU0

On CERL in the curriculum

- The Community Engaged Learning Service (n.d.). *Five steps to developing a Community Engaged Learning programme, module or project*. UCL Arena Centre. Retrieved July 21, 2021 from https://www.ucl.ac.uk/teaching-learning/publications/2019/nov/five-steps-developing-community-engaged-learning-programme-module-or-project
- Keegan, J. (2020, May 5). *Community Engaged Research and Learning, A lecturer's perspective.* Students Learning With Communities, TU Dublin. https://www.youtube.com/watch?v=2_KzLnBtN5M

Theory and evidence for CERL

- Boland, J.A. (2014). Orientations to civic engagement: insights into the sustainability of a challenging pedagogy. *Studies in Higher Education*, 39(1), 180-195. http://eprints.teachingandlearning.ie/1798/1/Boland%202014.pdf
- Mason O'Connor, K., McEwen, L., Owen, D., Lynch, K., and Hill, S. (2011 August). *Literature review: Embedding community engagement in the curriculum: An example of university-public engagement.* National Coordinating Centre for Public Engagement, University of Gloucestershire, and the Higher Education Academy. https://www.publicengagement.ac.uk/sites/default/files/publication/cbl_literature_review.pdf - * *Recommended reading pages 16-18.*
- Tassone, V. and Eppink, H. (2016, June 30). *The EnRRICH Tool for Educators: (Re-)Designing curricula in higher education from a "Responsible Research and Innovation" perspective*. EnRRICH Project. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf *This is a framework for integrating Responsible Research and Innovation, or RRI (a term that relates closely to CERL) into the curriculum: Recommended reading pages 4-6, and pages 9-18.*

- Farnell, T. (2020). *Community engagement in higher education: trends, practices and policies*. *NESET report.* Publications Office of the European Union. doi: 10.2766/071482 https://nesetweb.eu/wp-content/uploads/2020/07/NESET_AR1-2020_analytical-report.pdf. **Recommended reading: the executive summary, pages 6-10.*

Case studies

- Gilligan, J. (2020, May 5). *Community Engaged Research and Learning – A Lecturer Perspective*. Students Learning With Communities TU Dublin. https://youtu.be/9TiSqvfUog8
- Boland, S., Keenan, L., and McEvoy L. (2020, May 5). *Community Engaged Research and Learning – A Community Perspective.* Students Learning With Communities TU Dublin. https://youtu.be/jBN2l-O6Zk4
  Please note these community partners are describing their experiences on the same TU Dublin CERL computing project as Gilligan (2020).
- Stephens, A. (2020, September 14). *CERL Research Project & Science Shop - Queen's University, Belfast - Student Reflection.* Students Learning With Communities TU Dublin
  https://www.youtube.com/watch?v=vS4lSzRor2Q

Relating to CERL

- Seifer, S.D. and Connors, K. Eds. (2007). *Community Campus Partnerships for Health - Faculty Toolkit for Service-Learning in Higher Education.* National Service Learning Clearinghouse. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/Toolbox/LK_E_Faculty_Toolkit_Service_Learning_HEI_.pdf
- Alden Rivers, B., Armellini, A., Maxwell, R., Allen, S. and Durkin, C. (2015). Social innovation education: towards a framework for learning design. *Higher Education, Skills and Work¬based Learning.* 5(4), pp. 383¬-400. DOI: 10.1108/HESWBL¬04¬2015¬0026
  http://nectar.northampton.ac.uk/7601/1/AldenRivers20157601.pdf
  This is not specifically about CERL, but very closely linked to it
- TEFCE project (2018, December). *Policy Brief: A European Framework for Community Engagement in Higher Education: Why and How?*
  https://drive.google.com/file/d/11VSBBQDjQrfqt63Yq11OhqtSfGnsZR5k/view
- Urias et al (2019). A framework for Science Shop processes: Results of a modified Delphi study. Futures 123.
  https://www.sciencedirect.com/science/article/pii/S0016328720301038
  *Recommended reading sections 1 and 2 – a history of Science Shop/ CERL structures in Europe.
- Moriau, L., De Marrée, J., Bertone, J., Keersmaekers, F., and Huysmans M. (2020, August 16). *Designing CERL.* Community Engaged Research and Learning VUB.

https://www.youtube.com/watch?v=pi-uQP8A-_A&list=PLtReB14LfWdNanSuqSyoJJNeSpCrpNTb0&index=18

Relating to constructivism (constructivism as a framework underpins CERL).

- Educational Broadcasting Organisation (2004). *What is Constructivism?* Retrieved July 27, 2021 from https://www.thirteen.org/edonline/concept2class/constructivism/index.html
- UCD Teaching and Learning (n.d.). *Education Theory: Constructivism and Social Constructivism.* Retrieved August 24, 2021 from http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism

3. Reflection

On reflection for professional development

- Thejll-Madsen, T. (2018). *Reflection literature review.* Employability Consultancy, University of Edinburgh https://www.ed.ac.uk/files/atoms/files/reflection_literature_review.pdf
- Chartered Institute of Personnel and Development, with Owen, G. and Fletcher, A. (n.d.). *Reflective Practice Guide*. CIPD. Retrieved August 19, 2021 from: https://beta.cipduat.co.uk/Images/reflective-practice-guide_tcm18-12524.pdf
- Addae-Kyeremeh, E. (n.d.). *Applying critical and reflective thinking in academic and professional contexts: education perspective – classroom practice*. Open University. Retrieved September 9, 2021 from: https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64118
  Click the 'next' button to bring you to:
- Addae-Kyeremeh, E. (n.d.). *Critical reflection on classroom practice*. Open University. Retrieved September 9, 2021 from: https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64118&section=1
  Click on 'Reveal discussion' at the bottom to read the discussion of the samples given
- Moriau, L., De Marrée, J., Bertone, J., Keersmaekers, F., and Huysmans M. (2020, July 23). *Reflection in CERL.* Community Engaged Research and Learning VUB. https://www.youtube.com/watch?v=dYOO7f82fKQ&list=PLtReB14LfWdNanSuqSyoJJNeSpCrpNTb0&index=7
- Addae-Kyeremeh, E. and Rezaie, P. (n.d.). *Examples of good and poor critical reflection*. Open University. Retrieved September 9, 2021 from: https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=64108&section=3.2
- Florida Atlantic University (n.d.). *The Learning Style Inventory*. Retrieved July 21, 2021 from: http://med.fau.edu/students/md_m1_orientation/M1%20Kolb%20Learning%20Style%20Inventory.pdf
  Please take this short learning styles test. Think about the test outcome, and how you could use what you learn about yourself to improve your professional development, and CERL practice. Note your thoughts in your reflection journal.
- Isaacs, W.N. (n.d.). Dialogic Leadership. *The Systems Thinker.* Retrieved July 21, 2021 from https://thesystemsthinker.com/dialogic-leadership/
  While reading this article think about the roles you take up in groups. What is your preferred role, and why? What is the role you take up least often, and why – and could you challenge yourself to take up this role more often? Finally, how can understanding these roles help you to support your students in group work? Note your thoughts in a reflection journal

Reflection Models

- **Reflection model 1 - Rolfe et al**
  Otago Polytechnic (n.d.). *Reflective Writing.* Retrieved July 21, 2021 from: https://www.op.ac.nz/assets/LearningAdvice/d0a1fac268/Reflective-writing.pdf
- **Reflection model 2: Gibbs**
  University of Cumbria (2020). *Gibbs' reflective cycle*
  https://my.cumbria.ac.uk/media/MyCumbria/Documents/ReflectiveCycleGibbs.pdf

Further reading/viewing

Supporting your professional development:

- The University of Edinburgh (2019, March 18). *Values*.
  https://www.ed.ac.uk/reflection/reflectors-toolkit/self-awareness/values
  Reflection exercise to identify your values (you can choose either method suggested)
- Chartered Institute of Personnel and Development (n.d.). *The CPD Cycle*. CIPD. Retrieved August 19, 2021 from: www.cipd.co.uk/learn/cpd/cycle

Useful ideas for facilitating student reflection on CERL, individually and in the classroom

- Sloan, D. (n.d.). *Reflection Activities*. Retrieved July 21, 2021 from https://www.usf.edu/engagement/documents/s-l-reflection-activities.pdf
- Whenham, D. (2015, October). *15 ways to spark student reflection in your college classroom*. Nureva.
  https://www.nureva.com/blog/education/15-ways-to-spark-student-reflection-in-your-classroom
- Kernodle Center for Service-Learning and Community Engagement (n.d.). *Reflection Facilitation Manual.* Retrieved July 21, 2021 from
  https://www.elon.edu/u/service-learning/wp-content/uploads/sites/519/2017/08/Updated-Reflection-Manual1.pdf
- Skills Team, University of Hull (2014, March 3). *Reflective Writing*.
  https://www.youtube.com/watch?v=QoI67VeE3ds
- Quillinan, B. (2017). *UL Engage: Reflection in Community Engaged Learning*
  https://www.ul.ie/engage/sites/default/files/Reflection%20in%20community%20engaged%20learning_0.pdf
  Recommended reading pages 1-3 (print version).
- Moon, J. (2004). *A Handbook of Reflective and Experiential Learning*, Routledge Falmer, London. https://dera.ioe.ac.uk/12995/1/4215.pdf
  See sample reflections with commentary on pages 11-20.
- Smith, T.J. (2003). Connecting theory and reflective practice through the use of personal theories. *International Group for the Psychology of Mathematics Education, 4*, 215-222. https://files.eric.ed.gov/fulltext/ED501125.pdf

- McGowan, C. (2022). *TU Dublin: Facilitating Student Reflection, using tools and data.* TU Dublin: Students Learning with Communities. See video on https://circlet.eu/cerl-resources-and-networks/

4. Partnership, Relationship and Ethics for CERL

Introductory Guides to HEI and community partnership work for CERL

- Campus Engage Ireland (2018). Campus Engage Ireland. Ethics of Community – Higher Education Engagement Retrieved on February 22, 2022 from https://www.campusengage.ie/wp-content/uploads/2018/12/Ethics-of-Community-HE-Engagement-WEB.pdf Recommended reading pages 2-3
- Campus Engage Ireland (2018). Campus Community Partnerships. Retrieved on February 22, 2022 from https://www.campusengage.ie/wp-content/uploads/2018/12/Campus-Community-Partnerships-WEB.pdf Recommended reading page 3 - top tips for community engagement and partnerships with HEIs

Short case studies on CERL work, sources on nurturing relationships and ethical principles and practice for CERL work

- Centre for Social Justice and Community Action, Durham University (UK) and National Co coordinating Centre for Public Engagement (UK). (2012*). A guide to ethical principles and practice*. Retrieved January 17 2021 from https://www.dur.ac.uk/resources/beacon/CBPREthicsGuidewebNovember20121.pdf
  Recommended reading pages 8-11
- Ernesto, S. (2012) *Want to help someone? Shut up and listen.* TED Conferences. Retrieved on February 22, 2022 from https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen/transcript
- Stuart, G. (2013) *Ethics and Community Engagement.* Retrieved on February 22, 2022 from https://sustainingcommunity.wordpress.com/2013/07/09/ethics-and-community-engagement/
- Stowe, M. (2017) *Empathy: The Heart of Difficult Conversations*- TEDxTallaght, Ireland. https://www.youtube.com/watch?v=2UvDMQyBVLs
- Bruguera, T. (2018) *The Art of Social Change – Artist Reflection*. Tate Neighbours, Tate Modern London. Retrieved on February 22, 2022 from https://www.youtube.com/watch?v=9TI9QSAs9gs&feature=youtu.be
- Hammond, A. (2020) *CERL Research Projects and TU Dublin, Dublin Food Co – Operative, Community partner reflection*. Students Learning with Communities TU Dublin. Retrieved on February 22, 2022 from https://www.youtube.com/watch?v=CjNWyeOIQiY

- Dempsey, H., Gildea, K. *CERL Research Project in TU Dublin - Students reflection*. Students Learning with Communities TU Dublin. Retrieved on February 22, 2022 from https://www.youtube.com/watch?v=Q0uasukbzJw&feature=youtu.be
- Banks, S., Armstrong, A., Carter,K., Graham, H., Hayward,P., Henry, A., Holland,T., Holmes,C., Lee,A., McNulty, Ann., Moore, N., Nayling, N., Stokoe A., & Strachan, A., (2013) Everyday ethics in community-based participatory research. *Journal of Academy of Social Sciences*, Volume 8, – Issue 3: Knowledge Mobilization and the Social Sciences: Research Impact and Engagement. (Pages 263-277) https://www.tandfonline.com/doi/full/10.1080/21582041.2013.769618

  Pages 263-277 *The article goes deeper into the broader ethical considerations in the field of CERL. Although you may not encounter the issues explored in your CERL project, they may be useful for your understanding of issues faced in the field of CERL more broadly.*

5. Communities, Contexts, Strengths, Vulnerabilities and Research Interests

Working in partnership with communities

- Stuart, D. (2014) *Bottom up community development*. Retrieved February 22, 2022, from https://sustainingcommunity.wordpress.com/2014/08/27/bottom-up/
- Conway, J. (2017) *The New Normal*. Retrieved February 22,2022 from http://www.artsandhealth.ie/case-studies/the-new-normal/
- McKenna, E. Bradley, J., (2020) *CERL Projects with Queens University Belfast and Belfast Hills Partnership*. Queens University Belfast. Retrieved February 22, 2022 from https://youtu.be/1G5Y3k8J-T0
- Stoecker, R., & Tryon, E. (2008) The Unheard Voices; Community Organizations and Service Learning. *Journal of Higher Education Outreach and Engagement*, Volume 12, Number 3. Retrieved February 22, 2022 from https://www.researchgate.net/publication/37708005_The_Unheard_Voices_Community_Organizations_and_Service_Learning

Readings relating to local contexts that local communities are working within.

Ireland

- Irish Government (2019-2024) *Sustainable, Inclusive and Empowered Communities, Irish Government Strategy*. Retrieved August 2022 from https://assets.gov.ie/26890/ff380490589a4f9ab9cd9bb3f53b5493.pdf Recommended reading pages 14-22
- Benefacts, (2021*). Ireland's non-profit sector.* Retrieved August 2022 from https://benefactslegacy.ie/wp-content/uploads/2022/03/benefacts-nonprofit-sector-analysis-2021.pdf

U.K

- United Kingdom Civil Society Almanac, 2021. https://almanac.fc.production.ncvocloud.net/executive-summary/ 90 *Northern Ireland Council for Voluntary Action, NICVA Launch State of the Sector Research https://www.nicva.org/article/nicva-launch-state-of-the-sector-research

Hungary

- Balogh, E. (2017) Food for Thought: Poverty, Charity and Civil Society, Hungarian Spectrum; Reflections on politics, economics, and culture. https://hungarianspectrum.org/2017/12/03/food-for-thought-poverty-charity-and-civil-society/
- Balogh, E. (2017) Barack Obama on the threat to civil society in Africa, Asia, the middle east, and Hungary Hungarian Spectrum; Reflections on politics, economics, and culture. Hungarian Spectrum; Reflections on politics, economics, and culture. https://hungarianspectrum.org/2014/09/24/barack-obama-on-the-threat-to-civil-society-in-africa-asia-the-middle-east-and-hungary/
- Balogh, E. (2014) Plans to Destroy Independent Hungarian Civil Society: The Norway Fund, Hungarian Spectrum; Reflections on politics, economics, and culture. https://hungarianspectrum.org/2014/06/24/plans-to-destroy-independent-hungarian-civil-society-the-norway-fund/

Belgium

Short resources on non-profit sector in Belgium

- Maeterlinck, N. (2019). *Cultural sector concerned about proposed funding cuts*. Retrieved August 23, 2022, from https://www.vrt.be/vrtnws/en/2019/11/10/cultural-sector-concerned-about-prosed-funding-cuts/
- Torfs, M. (2019). *Social workers protest against budget cuts.* Retrieved August 23, 2022, from https://www.vrt.be/vrtnws/en/2019/11/26/social-workers-protest-against-the-budget/
- STATBEL, (n.d.). *SDG*. Retrieved August 23, 2022, from https://statbel.fgov.be/nl/themas/sdg
- Strazdienė,G., Aleknavičienė, A., Tylienė, A.,MOREL, C., Vihersaari, S., Pfeiffer, L., Eppink, H. Carvalho, J.M.S., Silva, C., Carreira, R., Marnoto, S. & Ruão, S. (2019). *ENtRANCE: CSO NEEDS STUDY: COLLABORATION WITH HEIS IN COMMUNITY-BASED RESEARCH PROJECTS.* Retrieved August 23, 2022, from https://entrance-project.eu/wp-content/uploads/2019/04/Transnational-report-O2.pdf

Spain

- Get to know the third sector https://www.tercersector.cat/coneix-el-tercer-sector
- Soler, P., Hersa, R., Juanola Masgrau M. (2017) The Institutionalization of ServiceLearning at Spanish Universities, International Journal of Research on ServiceLearning and Community Engagement. https://dugi-doc.udg.edu/handle/10256/14912
- Marinelli, E., Perez Elena S. (2017) Catalan universities and the entrepreneurial discovery process: Challenges and opportunities emerging from the RIS3CAT 91 Communities, Industry and Higher Education, Vol 31, Issue 6. https://journals.sagepub.com/doi/full/10.1177/0950422217737150
- Anton, M. Double interview with students Marina Berasategui and Catalina Julve with final participatory work (2019), Open University of Catalonia.

http://cv.uoc.edu/estudiant/mes-uoc/ca/actualitat/noticies/comunitat/arxiu/2019/entrevista_doble_treballs_collaboratius.html

6. Technology Enhanced Learning and Collaboration

On learning and teaching online

(Note: thanks to colleagues in the TU Dublin Learning, Teaching and Technology Centre who provided very useful lists of resources on teaching and learning online, from which several of these sources are drawn).

- Contact North/Nord (2020, August 4). *A New Pedagogy Is Emerging... and Online Learning Is a Key Contributing Factor*. https://teachonline.ca/tools-trends/how-teach-online-student-success/new-pedagogy-emerging-and-online-learning-key-contributing-factor
  Please focus on the first half and the final section of this article. You can skim the section in the centre, called 'HOW THIS NEW PEDAGOGY IS TRANSFORMING TEACHING AND LEARNING'.
  When reading this article, please think about the overlaps between CERL principles and practices and the themes discussed here.
- Cooper, S. (2016, June 16). 6 Tips To Build A Thriving Online Learning Community. Elearning Industry. https://elearningindustry.com/6-tips-build-thriving-online-learning-community
- Anthoney, M., Jacobson, J. and Snare, J. (2018). *Innovating with Purpose: The Blended Flow Toolkit for Designing Blended/Hybrid Courses.* Educause Learning Initiative. Retrieved July 28, 2021 from https://library.educause.edu/-/media/files/library/2018/1/elib1801.pdf
  The toolkit itself can be found here:
  Centre for Digital Learning Innovation (n.d.). *CDLI Blended Flow Toolkit*. Seattle University. Retrieved July 28, 2021 from https://seattleu.instructure.com/courses/1569931
- All Aboard (n.d.). *Your digital confidence profile.* Retrieved July 28, 2021 from http://www.allaboardhe.ie/AAlessons/profiler/story_html5.html
  Quick quiz to test your digital confidence
- UCD Library (n.d.). Copyright: Copyright for Teaching. Retrieved 28 July 2021 from https://libguides.ucd.ie/copyright/teaching
  Recommended reading the 3 sections about VLEs
- Furnell, T. (2019, November 25). *Copyright in Education*. School of Medicine, Dentistry and Biomedical Sciences, Queen's University Belfast. https://blogs.qub.ac.uk/digiknow/2019/11/25/copyright-in-education/
  You should also check your own university website for specific guidance on copyright policies in your area.

A basic introduction to Universal Design for Learning

- CAST (2010, Jan 6). *UDL at a glance*. https://www.youtube.com/watch?v=bDvKnY0g6e4&t=18s
- National Forum for the Enhancement of Teaching and Learning in Higher Education and AHEAD (2020). *10 Ways to Ensure On-Line Assessment is Accessible and Inclusive.* DOI: 10.6084/m9.figshare.13365551. Retrieved July 28, 2021 from https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/73.-NF-2020-10-Ways-to-Ensure-Online-Assessment-is-Accessible-and-Inclusive.pdf

On technology for social innovation, collaboration and change

- Stokes, M., Baeck, P., and Baker, T. (2017, May). *WHAT NEXT FOR DIGITAL SOCIAL INNOVATION? Realising the potential of people and technology to tackle social challenges.* Digital Social Innovation. Retrieved July 27, 2021 from https://media.nesta.org.uk/documents/dsi_report.pdf
  Recommended reading pages 9-17 – introduction to how technology is being used for different types of social innovation in civil society - and pages 25-28 for examples of sectors and type of technology used

On giving peer feedback (and supporting students to do so)

- Duncan, L. (2020, April 16) *A Guide to Coaching Students for Effective Peer Review.* Brightspace Community. https://community.brightspace.com/s/article/A-Guide-to-Coaching-Students-for-Effective-Peer-Review

Guides to making screencasts.

- Screencast-o-matic (n.d.). *Tutorials / Record Your Screen For Free*. Retrieved July 21, 2021 from https://screencast-o-matic.com/tutorial/welcome-to-screencast-o-matic
- Screencast-o-matic (n.d.) *5 Best Practices for Creating Effective Screencasts*. Retrieved July 21, 2021 from https://screencast-o-matic.com/blog/5-best-practices-creating-quality-screencasts/

Introductions to online collaboration tools

- *Coggle Introduction* (2016, May 5). Coggle Youtube channel. https://www.youtube.com/watch?v=iL40u0uNYa8
  OR
- *Introduction to Padlet* (2017, Feb 2). Padlet. https://www.youtube.com/watch?v=U3P5QySmLeU
  OR
- Marina (n.d.) *How to Start Collaboration with Miro*. Miro Help Center. Retrieved July 27, 2021 from https://help.miro.com/hc/en-us/articles/360017571954-How-to-Start-Collaboration-with-Miro
  These short tutorials show how to use the respective online collaborative tools

On Teaching and learning online

- The Gwenna Moss Centre for Teaching Effectiveness (2012, November 28). *Teaching Online Vs. Face-to-Face (Week One Q2)* University of Saskatchewan. https://www.youtube.com/watch?v=KGERvPmGLd4.
- Ní Shé, C., Farrell, O., Brunton, J., Costello, E., Donlon, E., Trevaskis, S., and Eccles, S. (2019). *Teaching online is different: critical perspectives from the literature*. Dublin City University. DOI: 10.5281/zenodo.3479402 https://www.researchgate.net/publication/336879238_Teaching_online_is_different_Critical_perspectives_from_the_literature/link/5db856cb4585151435d15ae1/download
  Pages 30-41 (print layout page numbers) might be of interest, on competencies in online teaching
- Armellini, A. (2011, October 5). *Openness and learning design*. Institute of Learning Innovation Blog. https://beyonddistance.wordpress.com/tag/carpe-diem/
  This is an introduction to planning tool designed to support you to plan an online module. You can download the tool from this introduction page.
- National Forum for the Enhancement of Teaching and Learning (n.d.). *Online Teaching resources - Irish higher education institutions.* Retrieved September 28, 2021 from http://bit.ly/OnlineTeachingHEIE
  Spreadsheet of resources produced by Irish universities to support teaching online.
- Open Teach (n.d.). *Resources*. National Forum for the Enhancement of Teaching and Learning. Retrieved September 28, 2021 from https://openteach.ie/resources/ -
  Range of introductory videos on different aspects of teaching online.
- Educause Review (2013, May 6). *8 Lessons Learned from Teaching Online*. Educause. https://www.youtube.com/watch?v=Bp4BG4Me7TU
  Also the National Forum for the Enhancement of Teaching and Learning (Ireland) offer a series of online self-study mini-classes on technology enhanced learning. See http://telu.me/ and https://www.allaboardhe.ie/

On collaboration online

- National Coordinating Centre for Public Engagement (2020) *Online Engagement: A guide to creating and running virtual meetings and events.* Retrieved September 28, 2021 from https://www.publicengagement.ac.uk/sites/default/files/publication/creating_and_running_virtual_events_-_april_2020_v1.pdf
- Ruiz-Mallén, I., Senabre Hidalgo, E., and Ribera Fumaz, R. (2018) *Guide to participatory methodologies aimed at its implementation*. Universitat Oberta de Catalunya. Retrieved July 28, 2021 from https://openaccess.uoc.edu/handle/10609/84545
  You might like to read page 37, for examples of online collaborative software that can be used for different participatory research processes, which are described earlier in the guide.

7. Assessment and Feedback

Sources on assessment and feedback

- National Forum for the Enhancement of Teaching and Learning in Higher Education (2017). *Expanding our Understanding of Assessment and Feedback in Irish Higher Education*. DOI: 10.6084/m9.figshare.4786300. Retrieved July 28, 2021 from https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/95.-NF-2017-Expanding-our-Understanding-of-Assessment-and-Feedback-in-Irish-Higher-Education.pdf
- National Forum for the Enhancement of Teaching and Learning in Higher Education (2020). *Selecting Online Alternatives to Common Assessment Methods*. DOI: 10.6084/m9.figshare.13366043. Retrieved July 28, 2021 from https://hub.teachingandlearning.ie/wp-content/uploads/2021/06/NF-2020-Selecting-Online-Alternatives-to-Common-Assessment-Methods.pdf

Sources on competencies and learning outcomes

National /Regional Competence Frameworks – the one from your own country is your required reading (if available) as well as the relevant pages from the European Qualifications Framework:

Ireland:

- National Qualifications Authority of Ireland (2009). *Referencing of the Irish National Framework of Qualifications (NFQ) to the European Qualifications Framework for Lifelong Learning (EQF).* Retrieved July 28, 2021 from https://www.isfol.it/eqf/eqf-in-europa/rapporti-europei/irlanda

Recommended reading the grid of indicators on pages 120-21, and the comparison with EU competencies on pages 111-118.

UK

- QAA (2014) *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards. The Frameworks for Higher Education Qualifications of UK DegreeAwarding Bodies.* Retrieved July 28, 2021 from https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf - *Recommended reading pages 19-21, 23, 26-30 (these are print version page numbers)
- Queens University Belfast (n.d.) *Study Regulations for Undergraduate Programmes Annex 1: Conceptual Equivalents Scales/Descriptors Guidance.* Retrieved July 28, 2021 from https://www.qub.ac.uk/directorates/media/Media,837251,smxx.pdf
- Queens University Belfast (n.d.) *Study Regulations for Postgraduate Taught Programmes Annex 1: Conceptual Equivalents Scales/Descriptors Guidance*. Retrieved July 28, 2021 from https://www.qub.ac.uk/directorates/media/Media,837249,smxx.pdf

Catalunya

- Agència per a la Qualitat del Sistema Universitari de Catalunya (2019). *Marc Català de Qualificacions per a L'Educació Superior.* Retrieved September 28, 2021 from https://www.aqu.cat/doc/doc_31904719_1.pdf *Recommended reading pages 34-53, just those sections that are relevant to the level at which you teach. Or in English:*
- Agència per a la Qualitat del Sistema Universitari de Catalunya (2019). Catalan Higher Education Qualifications Framework. Retrieved October 4, 2021 from https://www.aqu.cat/doc/doc_54247988_1.pdf *Recommended reading pages 33-52.*

Belgium

- Flemish level descriptors for higher education can be found in the Flemish Codex: https://codex.vlaanderen.be/PrintDocument.ashx?id=1023887&geannoteerd=false – see Artikel II.141 for the list of descriptors (there are no page numbers) – although there is no English version, google translate is quite good

Where national frameworks have not yet been developed:

- European Commission (2018). *The European Qualifications Framework: supporting learning, work and cross-border mobility.* DOI:10.2767/385613. Retrieved July 28, 2021 from http://www.ehea.info/Upload/TPG_A_QF_RO_MK_1_EQF_Brochure.pdf **Recommended reading pages 18 and 19.*

Sources on learning outcomes

These are only required viewing if you are not familiar with writing learning outcomes, and Bloom's Taxonomy

- The E-Learning Girls (2014, June 5) *VideoScribe - Writing Learning Objectives*. https://www.youtube.com/watch?v=eXxTpDg1thI –
- Johnston, J. (2016, September 27) *E-Learning with Bloom's Revised Taxonomy* https://www.youtube.com/watch?v=XJWFQI4TV5E
  The accompanying handouts are here:
  https://www.youtube.com/redirect?event=video_description&v=XJWFQI4TV5E&q=http%3A%2F%2Fhigherelearning.com%2Fusing-blooms-taxonomy-in-e-learning&redir_token=QUFFLUhqbEhnRkliQlozNV9EOUYxTjJWMnZ0QXBSZjlxZ3xBQ3Jtc0tsVEtOU0xGWktKNzNEWWgzdjI4RmZ0TVpGVEdxVXNBR3J6dlRTdE9fMF9CczNISEkzSTZTR3ZhSGstZVRfM29RMXVhMnNJM0Q2bldwMzIzUGNmVGU4UmZJNXVISVdfWURPZU1XcUlWX3VFSE1xSktGTQ%3D%3D

Sources on writing and assessing CERL learning outcomes, including rubrics

- Campus Engage (2015, November 26). *Participate Programme Video 3: Curriculum Design Options.* https://youtu.be/B1f43NKQft8
- Tassone, V. and Eppink, H. (2016, June 30). *The EnRRICH Tool for Educators: (Re-)Designing curricula in higher education from a "Responsible Research and Innovation" perspective*. EnRRICH Project. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D2.3_The_EnRRICH_Tool_for_Educators.pdf
  A very relevant source. The assessment section is on pp19-29
- McDonnell, C. (2020, May 5). *Community Engaged Research and Learning, A lecturer's perspective.* TU Dublin. https://www.youtube.com/watch?v=4djlbM3nZ8c&feature=youtu.be
- Owen, D. and Hill S. (2011). *Embedding Public Engagement in the Curriculum: A Framework for the Assessment of Student Learning from Public Engagement.* National Coordinating Centre for Public Engagement. Retrieved July 28, 2021 from https://www.publicengagement.ac.uk/sites/default/files/publication/assessing_student_learning_from_pe.pdf
- Hawai'i Campus Compact (n.d.). *Rubric to Assess Service Learning Reflection Papers.* Retrieved July 28, 2021 from http://www.compact.org/wp-content/uploads/resources/downloads/SL_Reflect_Form2.pdf
- Burton, D. (n.d.). *Using Rubrics to Assess Journal Entries.* Retrieved July 28, 2021 from http://www.tnstate.edu/servicelearning/documents/reflectionrubric-1.pdf

Further reading

- Alden Rivers, B., Armellini, A., Maxwell, R., Allen, S. and Durkin, C. (2015). Social innovation education: towards a framework for learning design. *Higher Education, Skills and Work-Based Learning*, 5 (4), 383-400. https://doi.org/10.1108/HESWBL-04-2015-0026.
  Link to pdf: http://nectar.northampton.ac.uk/7601/1/AldenRivers20157601.pdf
- Falbo, M. C. (2015). *Essentials of Instructional and Curricular Design for Community Engagement: Introductory Engagement Institute, January 28 - 30, 2015.* University of North Florida, Center for Community-Based Learning. Retrieved September 28, 2021 from https://www.polk.edu/wp-content/uploads/Curricular-Design-for-Community-Based-Learning.pdf
- O'Keeffe, M., Gormley, C. and Ferguson, P. B. (2018). Moving the focus from grades to feedback: A case study of pass/fail marking. *Practitioner Research in Higher Education Journal*, 11 (1), 70-79.
  Link to pdf: https://ojs.cumbria.ac.uk/index.php/prhe/article/view/463
- Lowney, R. and Stone, S. (n.d.) *Exemplars and case studies of technology-supported assessment (& feedback)in FE and HE institution*s. Dublin City University, IUA; EDTL

project, Co-created by education practitioners across Ireland and the UK. Retrieved October 11, 2021 from https://hub.teachingandlearning.ie/resource/exemplars-and-case-studies-of-technology-supported-assessment-feedback-in-fe-and-he-institutions/.

8. Evaluation, Impact and Metrics

Sources on impact of CERL

- Community Engaged Research and Learning VUB. (2020, August 20). *CERL Impact* [Video]. https://www.youtube.com/watch?v=8dSrTnDlilk
- McKenna, E. and Bradley, J. (2020, November 6). *Impact (Evaluation and Impact)* [Video]. Students Learning with Communities TU Dublin. https://youtu.be/cjIsDGN4V-s
- Ovuorho, O. (2020, May 5) *Community Engaged Research and Learning – A Student Perspective* [Video]. Students Learning With Communities TU Dublin. https://youtu.be/XS2CVdlKay0

Sources on relevant indicators/metrics/strategic goals/policies, at an international, national, regional and university level, that can potentially be related to CERL.

- Farnell, T. (2020). *Community Engagement in higher education: trends, practices and policies.* NESET report. Luxembourg: Publications Office of the European Union. https//:doi: 10.2766/071482.
  Link to pdf:https://nesetweb.eu/wp-content/uploads/2020/07/NESET_AR1-2020_analytical-report.pdf
  **Recommended reading pages 88-89, Annex 2*

Examples of regional/national metrics relevant to CERL from different countries

Ireland

- Higher Education Authority. (n.d.*). Higher Education System Performance Framework 2018 – 2020*. Dublin: Higher Education Authority. Retrieved October 20, 2021 from https://hea.ie/assets/uploads/2018/01/higher-education-system-performance-framework-2018-2020.pdf
  **See page 27 (print version page 26) for CERL indicators.*

Ireland/UK

- Boland, J., Martin, E., and McKenna, E. (n.d.). *Policy Drivers for Community Higher Education Engagement – An Introductory Guide for HE staff*. Dublin: Campus Engage. Retrieved October 20, 2021 from http://www.campusengage.ie/wp-content/uploads/2018/12/Policy-Drivers-for-Community-HE-Engagement-WEB.pdf
  This is slightly dated but still relevant

UK

- Research Excellence Framework. 2021. (2020) *Guidance on Submissions* (2019/01). Retrieved October 20, 2021 from https://www.ref.ac.uk/media/1447/ref-2019_01-guidance-on-submissions.pdf - *See page 85 (print version page 68) for definition of impact

Spain/Catalunya

- Gobierno De Espana. (n.d). Objetivo 4. *Educación de calidad*. Retrieved October 21, 2021 from https://www.agenda2030.gob.es/objetivos/objetivo4.htm
- CRUE Universidades Espanolas. (n.d.). *El presidente de Crue presenta la estrategia Universidad 2030 en los foros internacionales.* Retrieved October 21, 2021 from https://www.crue.org/2021/02/crue-presenta-universidad-2030-en-foros-internacionales/
- CRUE Universidades Espanolas. (n.d.). *EL COMPROMISO DE LAS UNIVERSIDADES ESPAÑOLAS CON LA AGENDA 2030*. Retrieved October 21, 2021 from 128 https://www.crue.org/wp-content/uploads/2021/11/CRUE-Universidades-Espanolas.-Posicionamiento-Agenda-2030.pdf
- Gencat. (n.d.). *Consell Interuniversitari de Catalunya - El pla d'acció de les universitats catalanes per a la consecució de l'Agenda* 2030. Retrieved October 21, 2021 from http://cads.gencat.cat/ca/Agenda_2030/alianca/compromisos/cic-pla-accio-universitats-catalanes-agenda-2030

Belgium

- Flemish Indicator Book with policy indicators about Flemish potential in terms of science, technology and innovation, coordinated by the Interuniversity Centre for Research and Development Monitoring (ECOOM) – at present only academic and economic indicators are included: https://www.vlaamsindicatorenboek.be/7/dossiers

University strategic plans/indicators/metrics

- **TU Dublin**. (2020). *Realising Infinite Possibilities - Strategic Intent to 2030.* Dublin: TU Dublin. Retrieved October 19, 2021 from https://tudublin.ie/media/TU-Dublin-2030.pdf
- **Queen's University Belfast**: Covid-19 related developments have overtaken the Institutional Plan, so the advice is to focus on UN Sustainable Development Goals (above), which will definitely be a focus of the next Plan. QUB Mission statement: 'A world class **international** university that **supports outstanding students and staff,** working in world class facilities, conducting leading-edge education and research, **focused on the needs of society**.' (our emphasis) –
- **Corvinus University of Budapest**: Budapesti Corvinus Egyetem. (2020). CORVINUS MEGÚJULÁSI PROGRAM 2021-24 Intézményfejlesztési Terv. Retrieved November 29, 2021 from https://www.uni-corvinus.hu/fooldal/egyetemunkrol/szabalyzatokutasitasok/szabalyzatok/alapdokumentumok/.
- **Universitat Oberta de Catalunya:** Universitat Oberta de Catalunya. (2019). Pla d'acció Coneixement Obert: marc d'actuació. Retrieved October 21, 2021 from https://www.uoc.edu/portal/_resources/CA/documents/coneixement-obert/pla-accio-coneixement-obert.pdf

- **Universitat Oberta de Catalunya:** : Universitat Oberta de Catalunya. (n.d). L'estratègia 2014-202. Retrieved October 21, 2021 from https://www.uoc.edu/portal/en/universitat/pla-estrategic/index.html *Recommended reading Eix 3.3 - Coneixement Obert – page 11. - Universitat Oberta de Catalunya. (n.d). Plans d'acció 2020-2021. Retrieved October 21, 2021 from https://www.uoc.edu/portal/ca/universitat/estrategia/pla-estrategic/plans-accio-20-21/index.html *Recommended reading page 20
- **Vrije Universiteit Brussel**: Pauwels, C. (2020). *BELEIDSPLAN 2020: The future is a foreign country: they do things differently there.* Retrieved August 2022 from https://www.vub.be/sites/vub/files/2020/rectorverkiezingen/beleidsplan_caroline_pauwels_web.pdf

Sources on evaluating CERL

- Holland, B.A. (2001). A Comprehensive Model for Assessing Service-Learning and Community-University Partnerships. *New Directions for Higher Education, 51-60.* https://doi.org/10.1002/he.13
  Link to pdf: https://www.ufs.ac.za/docs/librariesprovider43/service-learning-documents/articles-documents/art_holland-2001-549-eng.pdf?sfvrsn=8507f021_0
  Note slight differences in terminology: the author uses 'assessment' where we are using 'evaluation', to distinguish it from the process of grading student work, which we are calling 'assessment'. She calls CERL 'service-learning'.
  ***Further reading** with more details of the indicators which Holland refers to can be found here:*
- Driscoll, A., Holland, B., Gelmon, S., and Kerrigan, S. (1996). An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution. *Michigan Journal of Community Service Learning*. https://digitalcommons.unomaha.edu/slceslgen/175 pp. 66- 71
- Shumer, R. D., Duttweiler, P., Furco, A., Hengel, M. S. and Willems, G. (2000). *Shumer's Self-Assessment for Service Learning.* Retrieved October 13, 2021 from *http://digitalcommons.unomaha.edu/slceslgen/145*
  Read pages 3-8, and pages 26-40. Note this article uses similar terminology to the Holland article above – i.e. 'assessment' for what we would call 'evaluation'. Also note that this is focused on schools but can easily be tweaked for universities.
- Vargiu, A. (2017, August 31). *Embedding and strengthening RRI in the curriculum through pilots and good practice exchange – What we have Learned So Far*. Italy: Università degli Studi di Sassari. EnRRICH Project. https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/EnRRICH/D6_1-_WP3_and_WP4_Evaluation_report.PDF
  Pages 83-85: peer evaluation questionnaire developed to support lecturers to evaluate their pilot CERL projects (based on the EnRRICH Tool)

Sources on developing useful evaluation tools and questions, including informed consent

- National Service-Learning Clearinghouse. (n.d.). *Educators' Guide to Service-Learning Program Evaluation*. Retrieved October 13, 2021 from https://www.livingknowledge.org/fileadmin/Dateien-Living-Knowledge/Dokumente_Dateien/Toolbox/LK_E_EvaluationToolkit.pdf
  Pages 15-39 (14-38 in print version pages) cover basic quantitative and qualitative techniques when designing research/evaluation and analysing data. Recommended reading the sections which cover the research techniques you are least familiar with, or would like a refresher on.
- Fernandez, K. (2014, September 26). *Survey Design Essentials - 7 tips for good survey questions*. [Video]. www.youtube.com/watch?v=Iq_fhTuY1hw
- Pew Research Center. (2018, March 21). *Methods 101: Question Wording*. [Video] https://www.youtube.com/watch?v=eFzGdQrr2K8
- UCD Teaching & Learning. (2014). *Sample Information Leaflet and Consent Form for Research into Teaching & Learning in UCD.* Dublin: University College Dublin. Retrieved October 21, 2021 from https://www.ucd.ie/t4cms/Sample%20Information%20Leaflet%20and%20Student%20Consent%20Form.doc
  Recommended reading all 4 pages, and note the requirement for approval from an Ethics Committee, which is good practice if you are planning to involve students in particular as participants in research (including evaluations, if they are for any purpose other than improvement of tuition – such as producing research presentations or publications on your CERL project).

Further viewing/reading

- Davies, R. (2005). *The 'Most Significant Change' (MSC) Technique: A Guide to its Use'*. Retrieved October 20, 2021 from https//: 10.13140./RG.2.1.4305.3606. Evaluation approach based on collecting stories about significant changes: Recommended reading pages 8-14 (print page numbers) – https://www.researchgate.net/publication/275409002_The_'Most_Significant_Change'_MSC_Technique_A_Guide_to_Its_Use
- Rabinowitz, P. (n.d.). Participatory Evaluation. *The Community Tool Box.* Centre for Community Health and Development, University of Kansas. Retrieved August 24, 2021 from https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main
- Fast Track Impact. (2019, April, 25). *Video on visual ways to capture feedback and evaluation*. [Video]. https://www.youtube.com/watch?v=oQJZdzmg-_E
- Kate Morris; Sarah Bowman; Dr Darragh O'Neill; Cathy Foley; Dr Anne Cody, Dr Catherine Bates, Dr Ann Lyons; Dr Martin Galvin; Dr Giovanna Lima; Garrett Murray; Kevin Burke; Dr Gráinne Walshe; Prof Maura Adshead; Dr Avril Kennan; Dr Sinead Riordan; Dr Alice Wemaere; Dr Dorothy Stewart; Dr Geraldine Canny; Prof Thilo Kroll; Michael Foley; Prof Padraig Murphy; and Prof Sinead McGilloway (2022). *Engaged Research Planning for Impact - Society and Higher Education Addressing Grand Societal Challenges Together – A How-To Guide.* Campus Engage.

Retrieved August 22, 2022 from https://www.campusengage.ie/wp-content/uploads/2022/03/Updated-Final-PBS10581-IUA-Engaged-Research-Planning-for-Impact-Framework-2022-Update_V5.pdf

- Hurd, C. A. (2006). *Is Service-Learning Effective? A Look at Current Research.* Colorado: Colorado State University. Retrieved October 21, 2021 from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.496.538&rep=rep1&type=pdf
- Reeler, D. and Van Blerk, R. (2017). *The Truth of the Work: Theories of Change in a changing world.* The Community Development Resource Association. Retrieved October 20, 2021 from http://www.cdra.org.za/uploads/1/1/1/6/111664/the_truth_of_the_work_-_theories_of_change_in_a_changing_world_-_by_doug_reeler_and_rubert_van_blerk_%E2%80%93_cdra_2017_-_final.pdf Article on transformational learning as impact, in social innovation training programmes (not specifically about CERL but has lots of parallels).
- Yee, J., Raijmakers, B. and Ichikawa, F. (2019). Transformative Learning as Impact in Social Innovation. *Design and Culture*. 11. 1-24. https//:10.1080/17547075.2019.1567984. Link to pdf: https://www.researchgate.net/publication/331657101_Transformative_Learning_as_Impact_in_Social_Innovation
- Community Work Ireland. (2016). *All Ireland Standards for Community Work.* Galway: All Ireland Endorsement Body for Community Work Education and Training (AIEB). Retrieved October 21, 2021 from https://www.communityworkireland.ie/wp-content/uploads/2016/03/All-Ireland-Standards-for-Community-Work.pdf.– outlines key principles which could be used to help evaluate CERL projects:
- United Nations. (2015). *The 17 Goals*. https://sdgs.un.org/goals
- World Health Organisation Research Ethics Review Committee. (2021). *Templates for informed consent forms.* Retrieved October 20, 2021 from https://www.who.int/groups/research-ethics-review-committee/guidelines-on-submitting-research-proposals-for-ethics-review/templates-for-informed-consent-forms Link to Informed consent for qualitative studies: https://www.who.int/groups/research-ethics-review-committee/guidelines-on-submitting-research-proposals-for-ethics-review/templates-for-informed-consent-forms
- ALLEA - All European Academies. (2017). *The European Code of Conduct for Research Integrity – Revised Edition.* Retrieved October 20, 2021 from https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/european-code-of-conduct-for-research-integrity_horizon_en.pdf

9. Dissemination

Opportunities and key considerations in dissemination for CERL

(While these papers deal with larger research projects, key principles are useful for smaller CERL projects.)
If you are new to Open Access;

- Piled Higher and Deeper (PhD Comics). (2012, October 26). *Open Access Explained!* [Video]. https://www.youtube.com/watch?v=L5rVH1KGBCY
  A short history of Open Access
- RRI Tools. (2016, February, 2016). *Open Access in RRI means* [Video]. (https://rri-tools.eu/open-access).
  What does Open Access in RRI Mean? (Click on the red button – Tell me more) A short Video

Readings for everyone:

- McDavitt, B., Bogart, L. M., Mutchler, M. G, Wagner, G. J., Green, H. D. Jr, Lawrence, S. J, et al. (2016). Dissemination as Dialogue: Building Trust and Sharing Research Findings Through Community Engagement. *Preventing Chronic Disease,* 13: 150473. Retrieved November 09, 2021 from https://www.researchgate.net/publication/297893166
- Ross, L. F., Loup, A., Nelson, R. M., Botkin, J. R., Kost, R., Smith, G. R., and Gehlert, S. (2010). The Challenges of Collaboration for Academic and Community Partners in a Research Partnership: Points to Consider. *Journal of Empirical Research on Human Research Ethics*, 5(1), 19–31. Retrieved November 09, 2021 from https://www.researchgate.net/publication/42253923

We recommend the following sections page numbers, are print page numbers:

- Research Design and Implementation (pg. 7- pg. 8)
- The Consent Process for individuals and groups (pg. 9- 10)
- Data Analysis, Interpretation and Dissemination (pg. 12-13)

- All European Academics. (2017). *The European Code of Conduct for Research Integrity.* Berlin*:* Brandenburg Academy of Sciences and Humanities. Retrieved November 09, 2021 from https://allea.org/code-of-conduct/
  Link to pdf: https://ec.europa.eu/info/funding-tenders/opportunities/docs/2021-2027/horizon/guidance/european-code-of-conduct-for-research-integrity_horizon_en.pdf
  In particular you might like to refer to page 7, paragraphs: 2.5, 2.6 and 2.7
- UGent Data Stewards. (2020, July 13). *Knowledge clip: FAIR data principles* [Video]. https://www.youtube.com/watch?v=2uZxFu9SFi8&feature=youtu.be

Data management - plan: the broad principles here are useful when thinking about planning your CERL project.

- Social Research Association. (2003). *Ethical Guidelines*. London: Social Research Association. Retrieved November 10, 2021 from https://www.the-sra.org.uk/
  Link to pdf: https://www.the-sra.org.uk/common/Uploaded%20files/ethical%20guidelines%202003.pdf
  In the following source you might like to read the sections (print page numbers) on research subjects (pg. 25-28), consent (pg. 35), and consent maintaining confidentiality of records (pg. 38), and preventing disclosure of identities (pg. 38-40). (While these guidelines are specifically written for social science researchers, they can be applicable to many CERL research projects).

Tips, methods and ideas for CERL dissemination

- Ross-Hellauer, T., Tennant, J. P., Banelytė, V., Gorogh, E., Luzi, D., Kraker, P., Pisacane, L., Ruggieri, R., Sifacaki, E. and Vignoli, M. (2020) Ten simple rules for innovative dissemination of research. *PLoS Comput Biol* 16(4): e1007704. https://doi.org/10.1371/journal.pcbi.1007704
  (Scroll down page to find poster with 10 rules you can enlarge it)
- Irish Universities Association & Irish Research Council. (2017). *Engaged Research: Society and Higher Education Addressing Grand Societal Challenges Together.* Retrieved November 12, 2021 from https://www.iua.ie/publications/engaged-research-society-and-higher-education-addressing-grand-societal-challenges-together/
  Link to pdf: http://research.ie/assets/uploads/2017/04/Engaged-Research.pdf
  Public engagement and Knowledge exchange, and bespoke outputs for the community in addition to academic outputs for research, Read pp 23-24.
- National Co-ordinating Centre for Public Engagement. (2018). *Images of Public Engagement*. United Kingdom: Bristol. Retrieved November 12, 2021 from https://www.publicengagement.ac.uk/ Link to pdf: https://www.publicengagement.ac.uk/sites/default/files/publication/images_of_public_engagement_2018_brochure_v3.pdf
  Inspiring photographs: This resource combines 36 photographs from engagement projects in the UK. It captures the importance of documenting the engagement *process*, as well as the outcome.
- National Co-ordinating Centre for Public Engagement. (2021). *Posters and Displays.* United Kingdom: Bristol. Retrieved November 12, 2021 from https://www.publicengagement.ac.uk/
  Creating posters to engage a non-academic audience.
- Plain English Campaign, (n.d.). *How to write in plain English*. Retrieved November 12, 2021 from http://www.plainenglish.co.uk/how-to-write-in-plain-english.html.
  Writing and communicating your research/projects in English for non- specialist audiences

- Fiona Whelan and Rialto Youth Project. *(2011). Policing Dialogues Review. Reflections on an Exploration of Neighbourhoood Power Relations at the LAB by WHAT'S THE STORY? COLLECTIVE.* Retrieved November 12, 2021 from http://www.fionawhelan.com/shop/
  A 24 page newspaper –a long term community engaged artistic research project – exploring power and policing in Dublin City. scroll to the end of the page and you will find a free download (The Policing Dialogues Review Free Download *).*
- Link to poster case studies of CERL projects in TU Dublin. https://arrow.tudublin.ie/civpostbk/