

Community Engaged Learning and the Future of Higher Education: Rust-Belt Responses



GREAT LAKES COLLEGES ASSOCIATION

CONSORTIUM FOR TEACHING AND LEARNING

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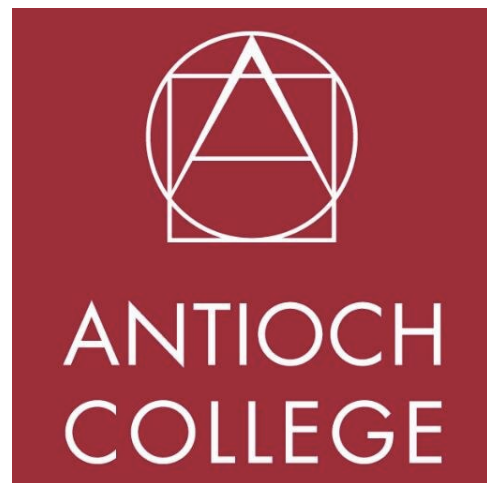
GREAT LAKES COLLEGES ASSOCIATION

CONSORTIUM FOR TEACHING AND LEARNING

OBERLIN

COLLEGE & CONSERVATORY

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GLCA



ORAL HISTORY IN THE LIBERAL ARTS



OHLA is a multi-year initiative of the Great Lakes Colleges Association's Expanding Collaboration Initiative, supported by the Andrew W. Mellon Foundation.

We use oral history and tools from the digital humanities to foster community-based and archives-informed learning across the colleges of the GLCA/GLAA.

MISSION



OHLA promotes alternative approaches to teaching and learning by:

- *testing replicable frameworks* for high impact practices
- *animating* liberal arts learning *outcomes* in small teaching-focused colleges through interview-based community learning
- *building* public-facing multi-media *repositories* of *faculty-student learning*

**WHAT MAKES “ORAL HISTORY”
A PREMIER METHODOLOGY FOR
FIELDWORK IN HUMANITIES RESEARCH?**

**HOW CAN COMMUNITY-BASED LEARNING
BE MORE THAN OBSERVATIONAL &
REFLECTIVE?**

**CAN ‘DEEP LEARNING’ BE STRUCTURED
FOR A DIVERSE ARRAY OF STUDENTS?**



WHAT IS ORAL HISTORY?

- **Informed consent is the guiding logic of oral history practice**
- **Amplifying voices, bearing against erasure, building diverse archives**
- **Grounded in a phenomenological-hermeneutic encounter with another**
- **Committed to making narratives available to other researchers**
- **Creates new primary source material**

RESOURCE HUB FOR OH IN HIGHER ED



Practice— *collecting*

- **Synthesizing best practices for oral history inquiry in higher education**
- **Articulating the nuances of copyright, FERPA, IRB, and related student privacy laws**
- **Sharing curricula and case studies; project planning resources**

RESOURCE HUB FOR OH IN HIGHER ED



Pedagogy— supports for getting students out of the classroom and into the community (or the archive)

- **Structuring community-based learning through key phases of the oral history process**
- **Emphasizing the importance of community partnerships (soft skills)**
- **Harnessing platforms from the digital humanities to use as pedagogical tools back in the classroom (OHMS)**

RESOURCE HUB FOR OH IN HIGHER ED



Publication—

- **Champion faculty review criteria & new forms of scholarly publishing**
- **Curate pathways through hyperlinked archival collections and experiment with new forms of digital storytelling**
- **Pilot a shared thematic repository across GLCA/GLAA institutions**

MICRO-FUNDING



OHLA provides micro-funding for:

- **faculty projects with a curricular tie**
- **student-driven oral history research**
- **authorship of case studies describing exemplary collaboration models and white papers on pedagogical strategies**

OHLA METHOD: PEDAGOGICAL MODELS



The OHLA Method engages

- **HIPs**
- **URSCA**
- **LEAP's Integral Learning rubric**
- **High-stakes research**
- **Research Skill Development Framework**

“DEVELOPING RESEARCH SKILLS ACROSS THE CURRICULUM” BY SIMON GRAY ET. AL.



The Research Skill Development Framework (Willison and O'Regan, 2007)

- identifying questions to pursue
- applying appropriate methods to collect data/information
- evaluating and organizing data
- synthesizing and analyzing collected data, and
- Communicating the results with an awareness of associated ethical and social issues

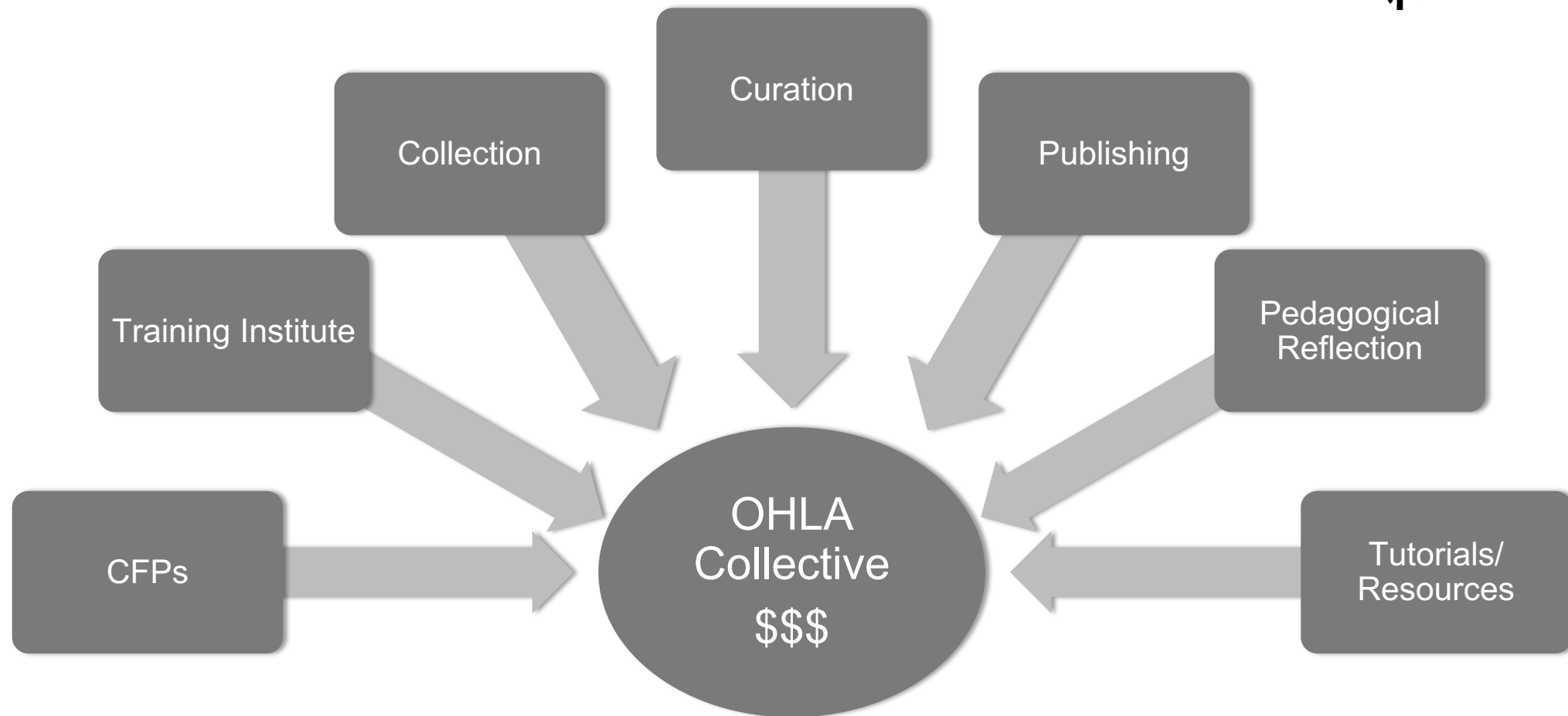
THE WORK IS GOOD.



Higher education is in a period of intense introspection and educators are striving to find new means to achieve greater outcomes and more deeply engage students in their educational experience.

Across teaching-focused campuses, faculty are challenged to innovate and experiment with pedagogies outside or beyond the centuries-old lecture format (which research suggests too often fails to engage first-generation students and those from underserved communities) into something more interactive and immersive.

OHLA PHASES





FACULTY & STUDENT PROJECTS: A GLIMPSE



**NORIKO SUGIMORI @
KALAMAZOO**

Itsuki Nakagaki (中垣齋)

Antioch College

Noriko Sugimori, Interviewer | Kalamazoo College NS02

Oral History in the Liberal Arts | [War Memories: International, Intergenerational Oral History Project](#)



0:00

Noriko Sugimori: Where were you and what were you doing during the war?

Itsuki Nakagaki: I lived in a city named Sasebo in Nagasaki Prefecture. Sasebo is where my ancestors lived. My grandfather and father are both navy service people. I didn't think we would win the war because my father often commented on the difficulty of the situation. At that time, we did not live together. My father worked for the Navy Ministry in Tokyo. My grandfather left the navy and started working at a bank so he left home at around ten in the morning and came back before four. He often said that we definitely would not have an air raid, that this place would be fine because it is on the mountain.

1:00

I heard a rumor that the US Army would make a clean sweep of the neighborhood to build a living space for them. I don't remember who told me on the way back home. but I heard about this from a friend. I shared the rumor with my mother. but

Transcript Index

[Switch to Japanese](#)

Search this Transcript ▼

bomb

X

1. incendiary **bomb** fell from above, which
2. incendiary **bomb** fell at the entrance. At
3. incendiary **bomb** had fallen on my shoe and I
4. the **bomb** shelter with a bare foot.

**BRUCE MILLS
@KALAMAZOO**



Buddy Hannah Interview Two



Buddy Hannah Interview One



Dr. Von Washington, Sr.,
Interview Two



Dr. Von Washington, Sr.,
Interview One



Byron Foster Interview Two



Byron Foster Interview One



Dr. Lewis Walker Interview
Two



Dr. Lisa Brock Interview One



Dr. Lewis Walker Interview
One

James Washington Sr.
Interview One

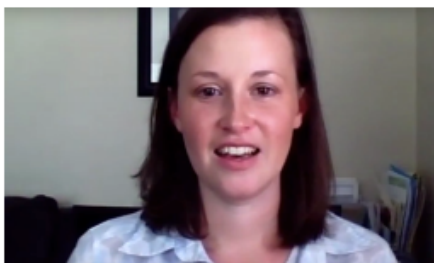
James Washington Sr.
Interview Two

Phyllis Seabolt Interview One

REGINA MARTIN
@DENISON



Listen to the Interviews



Interview with Sara Jensen

🕒 17 NOVEMBER 2017 💬 0 COMMENTS



Interview with Matt Harrington

🕒 17 NOVEMBER 2017 💬 0 COMMENTS



Interview with Nick Lewandowski

🕒 16 NOVEMBER 2017 💬 0 COMMENTS



Interview with Vaughan Matthews

🕒 16 NOVEMBER 2017 💬 0 COMMENTS



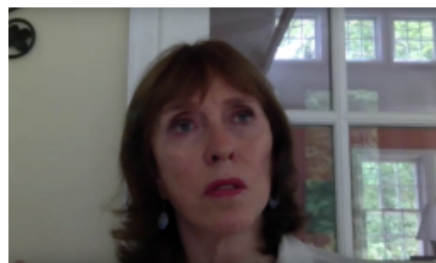
Interview with Derek Mong

🕒 16 NOVEMBER 2017 💬 0 COMMENTS

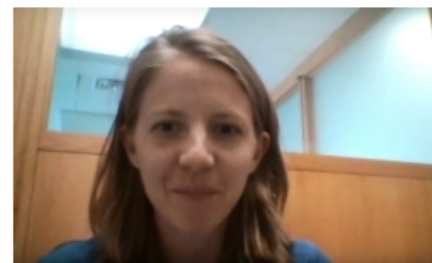


Interview with Connie Adams

🕒 08 FEBRUARY 2017 💬 0 COMMENTS



Interview with Donna Brennan



Interview with Mary Ann Miller Bates



STUDENT PROJECTS

www.ohla.info



Experiences in Employee Ownership: Chroma Technology

22 MARCH 2017

SAMUEL EDWARDS



Greening a City: Stories of Environmental Work and Activism in Buenos Aires

28 NOVEMBER 2017

MICHELLE FUJII



Haitian Identity Formation Project

07 JUNE 2018

JULES DESROCHES



Incarcerated Motherhood: Experiences of Women in a 21st Century Ohio Prison

21 MARCH 2018

AMELIA LA PLANTE HORNE



Interviews With Color

20 AUGUST 2016

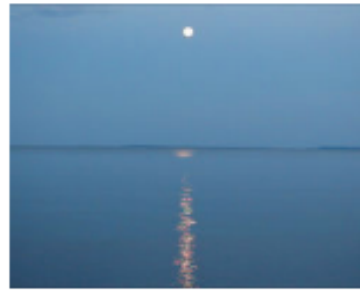
ALYSSA NAVARRETTE



Race/Object: The West Bank Wall in Israel/Palestine

19 AUGUST 2016

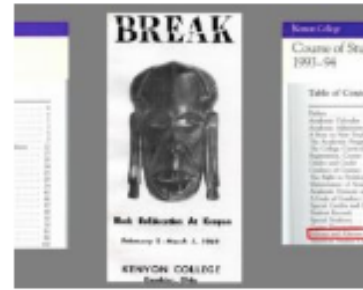
IAN ROSENTHAL



Sweetwater: Fishing in the Great Lakes Region

22 OCTOBER 2017

ELLIE BURCK

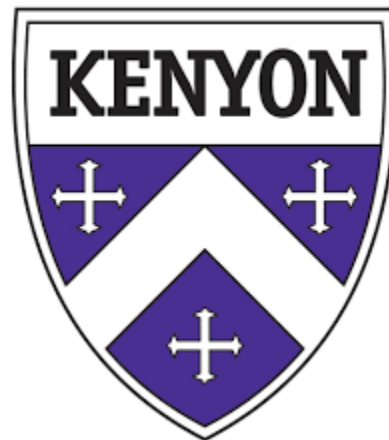


The Creation of the African Diaspora Studies Program at Kenyon College

05 JULY 2018

MEERA WHITE

CLARA ROMÁN-ODIO
Professor of Spanish
Kenyon College





Latinos in Rural America (LiRA)

Community Engaged Learning and the Future of Higher Education: Rust-Belt Responses

Clara Román-Odio, Professor of Spanish
Kenyon College

romanodioc@kenyon.edu

AAC&U Annual Meeting

Raising Our Voices: Reclaiming the Narrative on the Value of Higher Education

January 23-26, 2019, Atlanta, Georgia



Latinos in Rural America (LiRA)

<https://digital.kenyon.edu/lkca>

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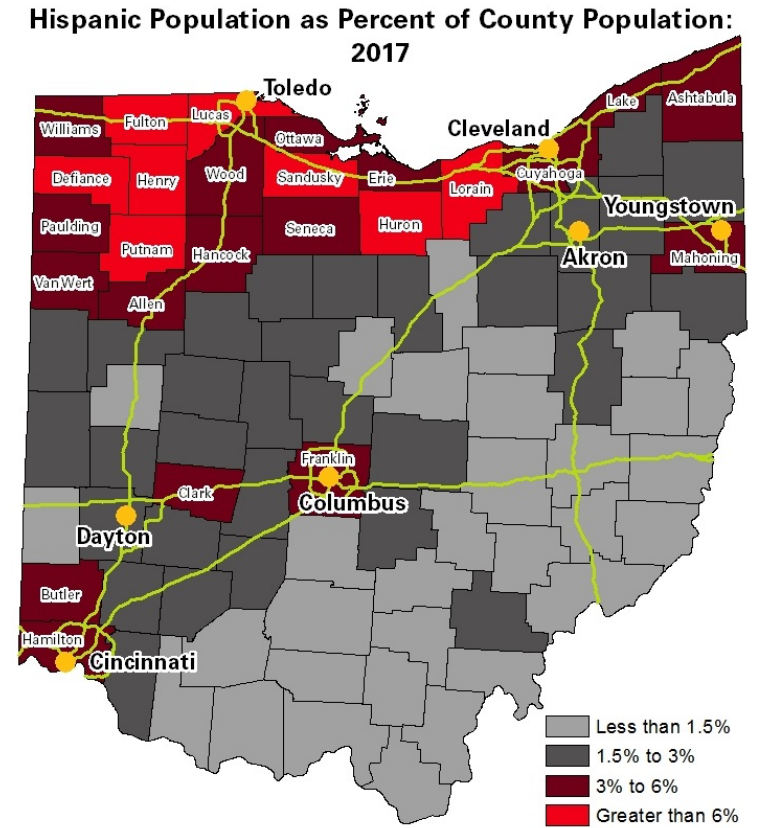
Objective

To share a model whereby community-engaged learning (CEL) can help to shape environments in which people from different backgrounds, races, ethnicities, and generations engage as equals in conversations that can bridge the gown-town divide

Latinos in Rural America (LiRA)

Background / Demographic changes

- Latinos are driving a demographic transformation in Ohio
- Nearly every county across the state has seen their numbers increase in the last decade
- Yet many Ohioans know little about their neighbors who identify as Latino or Hispanic, despite their notable presence



Latinos in Rural America (LiRA)

Project Overview

- What - Public Humanities Project
- How - Community-Engaged Learning
- Who - Research Team and SPAN 380 class
- Where -Traveling Exhibit Display at Multiple Venues



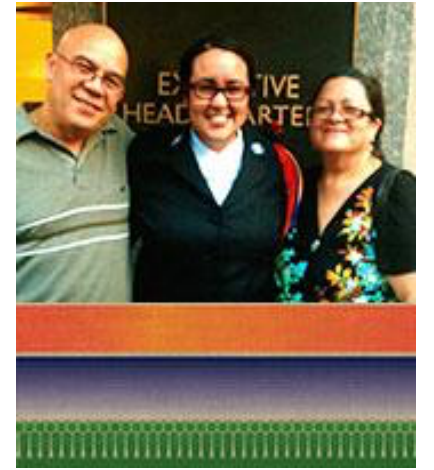
LiRA: A Bilingual Travelling Exhibit



Latinos in Rural America (LiRA)

Key Initial Questions / Challenges

- How to reach the local Latino community?
- How to make the project reciprocal?
- How to select narrators?
- How many interviews?
- Time table?
- How to measure learning / impact?



Latinos in Rural America (LiRA)

- Bridging into the community
- Face-to-Face & Community Questionnaire
- Reciprocity
- 15 interviews
- Project Calendar



Open Doors College Preparation Program

Latinos in Rural America (LiRA)

Examples of SPAN 380 CEL projects

- Translation of Interviews
- Archival Work in Digital Kenyon
- Bilingual Exhibit Brochure
- Primer for Cross-cultural Development
- Curriculum for the *Open Doors College Preparation Program*

Exhibit materials online @: <https://digital.kenyon.edu/lkcaexhibit/>



Student Responses / Testimonials

- Value of real community connection to ground meaning and authenticity in academic work.

“Each semester, I take classes related to social justice issues, and all too often, I find myself frustrated in how inapplicable the course material seems to be. Participating in the CEL project made me realize that community-engaged-learning does not mean you must compromise traditional academia. Rather, by creating the primer, I was able to learn course content and more importantly, assist a greater need in the community.”

-Hannah Celli, junior, Kenyon College

Student Responses / Testimonials

- The promise of replicating the project in other areas of the country as a way to increase intercultural understanding

“In order to better understand the immigrant experience, we have to read and expose ourselves to more of these traveling narratives. As a bilingual teacher serving in an underserved community in Dallas, I often reflect on the promise replicating this oral history project in other areas of the country has for increased intercultural contact and understanding within the United States.”

-P. Mota, 2016 Kenyon graduate

Student Responses / Testimonials

- Applying what is learned in academia to what is needed in society through civic engagement efforts.

“It is one thing to read the statistics, and quite another to sit with a student as they attempt to overcome years of struggling in a system that neither supports nor celebrates their unique background. Before this course, I thought of my college career as something that would prepare me to take on the world’s problems. My Spanish degree allowed me to study cultures from around the world, but it had never before challenged me to take on the problems facing Latinos/as ten minutes down the road. It is through taking on this leadership role that I have realized that college is not the time to study problems from afar, but engage with them head-on.”

-Mary Sturgis, senior, Kenyon College

Community Response

- Connections between local issues and national debates

“Relevant study undertaken at the right time in the larger context of debates on immigration.”

- Embracing cultural difference

“Love that it is bilingual. The variety of stories told also show the multiplicity of experiences—crossing age and socio economic spectrum.”

- Enjoying this form of learning

“I really enjoyed learning about the Latinos/as in and around Kenyon College. It was insightful and inspiring to hear their stories and understand the difficulties of being a minority in rural Ohio.

“Open dialogues, MORE EXHIBITS, Programs which support Latin@ children and educators who are culturally sensitive to these issues, equipped with the tools to provide support.”

LiRA Conclusions / Long-term Impact

- Oral history effective tool for documenting an alternative history
- Visibility & community voice to express challenges and aspirations
- CEL pedagogy:
 - strengthened undergraduate research
 - developed civic engagement and critical thinking
 - offered valuable learning to propel future civically-engaged careers
- Empowered first-generation students and their families
- PH & CEL created a context for the exchange of peoples and ideas that bolstered the university as a public good



LAURA REECK,
Professor of French and Chair, International Studies
Program, Allegheny College





“A Crucible Moment: College Learning and Democracy’s Future” (2012)

One of five essential actions for democracy’s future:

Advance a contemporary, comprehensive framework for civic learning – embracing U.S. and global interdependence – that includes historic and modern understandings of democratic values, capacities to engage diverse perspectives and people, and commitment to collective problem solving.



The Global Citizen Scholars @ Allegheny College

- Commitment to learn at the interface of civic engagement, global learning, and U.S diversity.
- Course over three semesters.
- One-year civic engagement commitment in Meadville.
- A local immersion experience.
- Language study and study abroad.
- Focus over three years on asylum-seeking and refugees relocating to the United States, namely in the “Rust Belt.”

@ <https://sites.allegheny.edu/admissions/global-citizens-scholars/>

The Global Citizen Scholars working with community partner Catholic Charities in Erie, PA



Oral history interviews with refugees in Erie, PA

Conversations across boundaries of identity [...] begin with the sort of imaginative engagement you get when you read a novel or watch a movie or attend to a work of art that speaks from some place other than your own. So I'm using the word 'conversation' not only for literal talk but also as a metaphor for engagement with the experience and ideas of others. (Appiah, *Cosmopolitanism* 85)



Video project by Erblin Shehu

GLOBAL
CITIZEN
SCHOLARS 



Reflection: Refugees share key American values

When we did the home-visit, I asked what the family's hopes were for the future. The husband said that he hopes to work as a janitor in a college to get his master's degree and to support his family. His wife just wants to get her daughter back and hopefully get back to school. The husband hopes that by coming to America, that he and his daughter can get medical treatment for their conditions. I think the value of hope in America is important because the American Dream is the hope that all the hard work that you do pays off and you can support your family. Even though refugees come from all over the world, they still have the same values and hopes of Americans. -- Sherrell Daley

Reflection: No place substitutes for home

I came to a deeper understanding, that I must remember that many refugees have gone through a great loss. Even though many people frame the United States as a place many aspire towards, people do not want to leave their homes. Many had no desire to ever come here. I knew that on some level, but hearing that X would be willing to die just to be in his home for one more month really made me realize how deeply that sense of home and the feelings of displacement sat. -- Erin Zehr

Impact

Students:

- Adjusted understanding of place and displacement
- New connections between regional, national, and international forces and phenomena
- Recognition of shared values and also recognition of wholly different experiences.

Refugees:

- Recognition of importance of telling their stories
- Valorization of their experience
- Cultural exchange in their new setting.

Questions? Comments?

