Family & Community Engaged Teaching (FACET): A Pathways Collaborative

Kyra Oziel
Western Washinton University

Follow this and additional works at: https://cedar.wwu.edu/scholwk
Part of the Higher Education Commons

Family & Community Engaged Teaching (FACET): A Pathways Collaborative Learning in Communities and Schools (LinCS)
The Link Between Communities and Schools
Woodring College of Education
Poster by: Rya Olsen – Learning in Communities and Schools Coordinator
Principal Investigator: Christina Van Wingen – Learning in Communities and Schools Education Specialist

Learning in Communities and Schools
LinCS is an office within the Woodring College of Education that coordinates service learning for a variety of courses.

The LinCS office strives to promote and cultivate connections between WCE faculty, staff, and students, and the surrounding communities in which they study, work, and live

LinCS Goals:
• Enhance student learning through field-based service learning
• Address the needs relevant to our community partners and local schools
• Cultivate a culture of critical service learning

Service Learning
Service Learning is:
A learning and teaching strategy that provides students with the opportunity to engage in meaningful direct service within our communities that involves the application of classroom pedagogy and reflection to enhance learning

Critical Service Learning


Courses
- EDUC 110 [Future Scholars Seminar]
- EDUC 115 [Intro to Education Professions]
- EDUC/AMST 413 [Bridge Barriers w/ Migrants]
- ELED 310 [Education, Culture, and Equity]
- ELL 433 [Culture, Ethnicity, and Advocacy]
- ESI 497 [Ed. Culture & Equity FACET]
- SEC 310 [Education, Culture, and Equity]
- SEC 501 [Intro to Educational Research]
- SEC 531 [Teaching Adolescents]
- SPED 310 [Education, Culture, and Equity]

Community Partners and Schools
- 40 partners per quarter
  - Elementary Schools
  - Middle Schools
  - High Schools
  - Adult/Continuing Education
  - Special/Alternative Education
  - Family Development Programs
  - Enrichment Clubs
- English Language Learner Programs
- Migrant Youth Scholaric Assistance
- Tribal Youth Scholaric Assistance
- Gardening and Food Education Programs

Winter 2019 Impact
- 150 students enrolled in 10 courses
- 1082.25 service hours contributed

Mid-Quarter Student Survey Feedback:
- 99% indicated they believed they were developing skills in working with and understanding student populations
- 79% indicated that SL experiences increased understanding of the Opportunity Gap in education
- Self-Assessment: 64% reported increased willingness to leave comfort zone
- 74% reported improved ability to relate to youth

EDUC 101 / 204 Practice and Pedagogy
EDUC 101 is designed to develop:
• Trusting relationships and cohesions
• Sense of safety and belonging
• Understanding of systems and their influence on identity formation

Methods:
- ‘River of Life’ portfolio
- Mock plan based on poverty case study

FACET Notes
- Frame, Analyze, Contrast, Explain, Think

EDUC 204 is designed to develop:
• Relational teaching
• Understanding of the contexts impacting youth
• School and community innovation and renewal

Results of FACET in 2018
FACET Scholars were surveyed after completing the two FACET courses:
- Students reported increased understanding of:
  • Systemic factors influencing education and learning
  • The importance of understanding one’s personal and professional self in relation to working with others
  • How connecting with students and the community is integral to effective teaching

After the completion of the two course FACET sequence 82% of students indicated that they were admitted or actively pursuing admission to WCE

"I can see how some people would not want to put in the effort to challenge their own beliefs… doing that will not help anyone or improve the systems which promote injustices in society… it is crucial to empower students and encourage critical thinking.” – FACET Scholar

"I can listen to students and give them space to be in charge and hold court in a much more significant capacity than before. I have the power to give or take agency from students and I have a responsibility to be aware of that power and use it to empower the youth I serve.” – FACET Scholar

LinCS Artifacts

Alderwood Elementary
Shuksan Middle School

Artifacts collected by LinCS have been used to benefit students, educators, and institutions

21st Century Grant
AERA 2019 Conference
University of Victoria Youth 2019 Conference
SFU Learning Together 2019 Conference