

Community as an extended classroom: evoking curiosity and collaboration.

ZAMAN, Q.M., MORRISON, S., FRYER, D. and RAION, S.

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ENHANCING FOR IMPACT

RGU'S ANNUAL LEARNING AND TEACHING CONFERENCE

Community as an extended classroom: Evoking Curiosity and Collaboration

Quazi Mahtab Zaman, Stephanie Morrison, David Fryer, Sam Raion

COMMUNITY AS AN EXTENDED CLASSROOM

EVOKING CURIOSITY AND COLLABORATION

Aim: Future teaching and learning requires the capacity to shift ways of "knowing and understanding" through praxis and trans-disciplinary collaboration, presenting the community as a setting for emergent learning.

Objectives:

1. Enhancing student learning experiences to evoke curiosity.
2. Engaging with communities through emergent learning opportunities
3. Trans-disciplinary learning and teaching to enrich collaborative learning experiences
4. Situated learning experiences in authentic settings to bridge theory and practice.

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Abstract:

The teaching method, entitled 'Community as Extended Classroom [CeC]' is the presentation's theme. CeC is a trans-disciplinary pedagogical method in teaching subjects of cities, health, populations and society. The objective of CeC is to enable students to engage in community settings to understand and work with complexity, applying theoretical approaches to showcase collaborations that bridge knowledge and societies. Academics and researchers extol the benefits of virtual teaching and advantages of community engagement to apply theories for trans-disciplinary approaches to teaching and learning. The presentation affirms the value of health professionals, community and urban designers and architects collaborating to enhance students learning experiences in real-life situations for praxis to occur, where theory is translated into action to enable changes in communities and society. CeC bridges communities and students at the crossroad of experience and learning theories. Students' evaluations confirm the impact of experiential understanding, learning and knowing within a social and cultural context. Adopting a trans-disciplinary approach of CeC is crossing various disciplines at Robert Gordon University.

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Relevance to the Teaching & Learning objectives:

A pedagogy of shifting ways of teaching, learning, and collaborating recognises existing learning activities patterns are unsustainable (Kydd, 2004; Eisner, 1998 and Smith, 2005) , to discover innovative ways of disciplines working together for society and communities .

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Key approach to pedagogy-community synergies

Community as Extended Classroom (CeC) is a new ideology of teaching method considering students as life-long learner by bringing community neighbourhood design by engagement. This is done by bringing community issues close to the taught subject on issues such as , inequalities , inequities and living environments; SMID (Scottish Multiple Index of Deprivation), placemaking- all these manifested in terms of health outcomes and unhealthy environments.

CeC is a live innovative teaching method which helps bringing community issues to educational discussion, while bringing students close to the community as a problem solvers.

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CeC has influenced the RGU-wide community engagement method: P4 (People, Placemaking, Participation in Life and Health, Power)

p4.RGU

People. Place Making. Participation in Life and Health. Power

p4.RGU is an inter-disciplinary community engagement and collaboration across the Robert Gordon University, community and industries, working for the **PEOPLE** (Population), using **PLACEMAKING** interventions, by **PARTICIPATION** across RGU and Community to enhance **LIFE** and **HEALTH** of the Population of Scotland and by **EMPOWERING** the community for managing their life and health in their community. **p4.RGU** has been engaging for the last 4 years towards enhancing the life quality in social space and benefit of the community living and health in Aberdeen, partnering with Scott Sutherland School of Architecture & Built Environment, School of Health and Social Sciences/ Public Health, with the Centre for Collaborative and Interprofessional Practice, the Seaton Community.

What we believe:

"Robert Gordon University has a strong tradition of, and commitment to, engaging with communities across Aberdeen and beyond, working collaboratively to enhance social, cultural, economic and environmental well-being. By listening to communities, we can find ways to best share our knowledge and expertise, to help improve people's quality of life. Our work with this community in Seaton strengthens this and we look forward to building on the relationship with the charity Fresh SCIO and residents as we develop the Seaton Regeneration Project."



Prof. Nicky Smith
Vice President for Research and
Community Engagement

"Community engagement has many valuable aspects for this community, the University and our students. Transformative education and emergent learning are inherent in learning with, from and about others."



Ruth Chalmers
Head of School of Education and
Healthcare and Health Sciences

"Salutogenesis as a model for health promotion (Antonovsky 1979, Lindstrom 2022) underpins and informs the collaboration with the Seaton community to create good health. Research on salutogenesis is growing regarding community neighbourhoods and settings (Bauer 2022). Engaging the capacity and assets of people and places for local development initiatives continues to be practical, realistic and meaningful to the needs of the community."



Shona Grant
Head of School of Health and Social Care

"Seaton in Aberdeen has experienced urban degradation, poor maintenance and lack of accessibility to open spaces. This has affected the economic prosperity of residents and their overall wellbeing. Many residents face social isolation and a sedentary lifestyle with chronic health problems and a lack of employment. Working in partnership with residents and the Fresh SCIO charity, we believe there is huge potential for Seaton. There are many unused spaces and it's about reimagining how best to improve the area. These spaces are waiting to be re-invented, and we are working with the local community to help them achieve this."



Stuart Walker
Scott Sutherland School of
Architecture & Built Environment

"Our goals are to work with the residents of Seaton to create new, usable spaces and to encourage a sustainable future for the area, where spaces are created and managed by the local neighbourhood. Residents in Seaton and Linkfield have had an overall feeling of being disconnected but we can see this changing. We've had a huge interest from the community who want to get involved. Putting health and wellbeing at the centre of the regeneration plans will help and working with the team from The Scott Sutherland School of Architecture offers huge potential for the area."

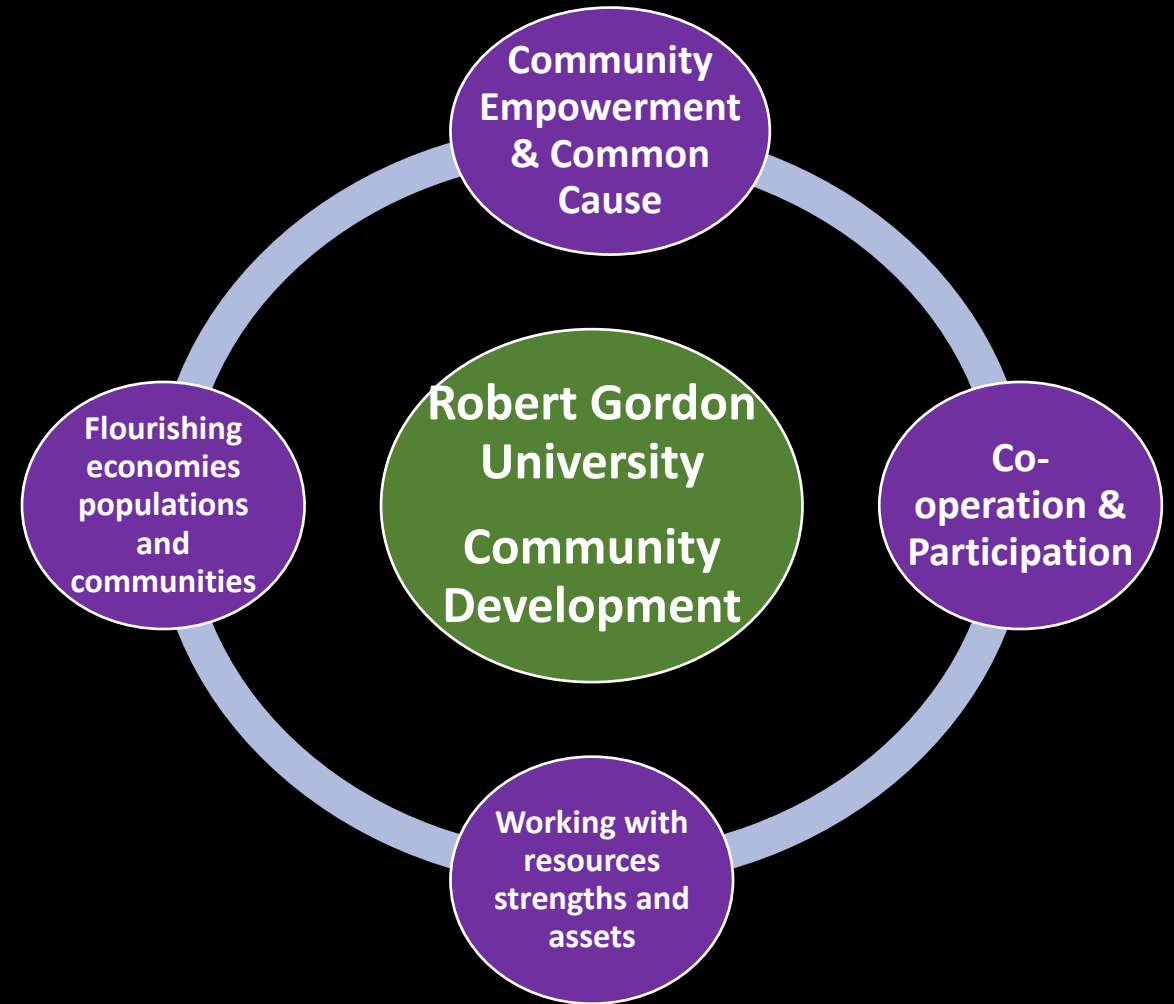


Sam Polson
Chairman from Fresh
SCIO Seaton, Aberdeen



- Creating, community connections for creative learning.

- Morrison (2022]



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CeC enabled students to learn innovative engagement with community and helped shape the mind as life-long learner



Stage 3 Presentation on Visions for Seaton Community Regeneration

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Date: 15 March 2022
Venue: Seaton Totem
Pole, Seaton Road,
Aberdeen
Time: 10am to 12pm
All are welcome to the
show!

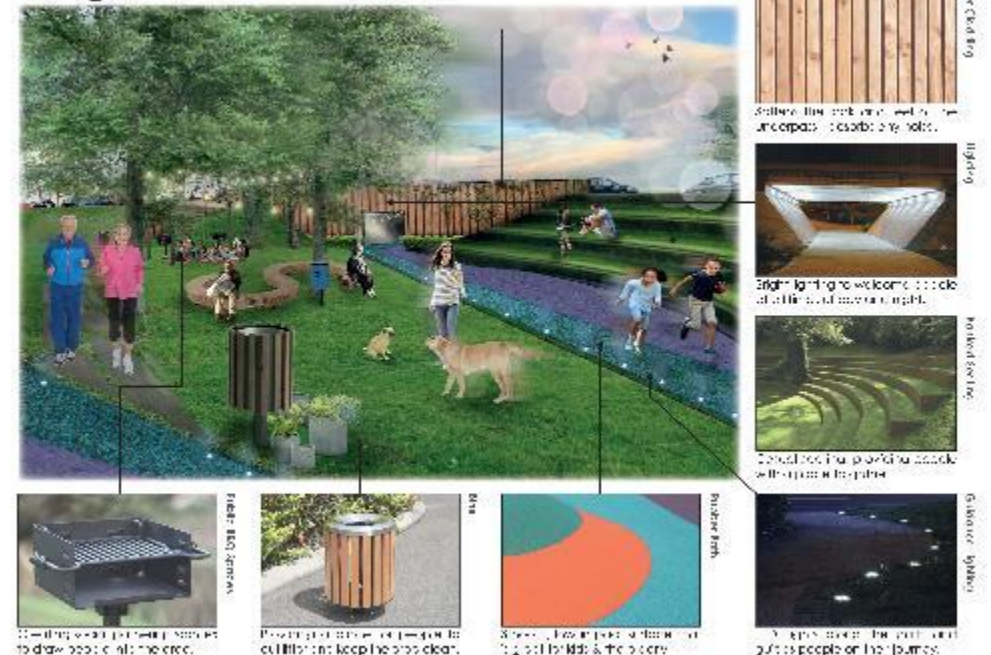
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CeC underpins healthy placemaking by
collaborative teaching and learning



Design Vision for Site 3



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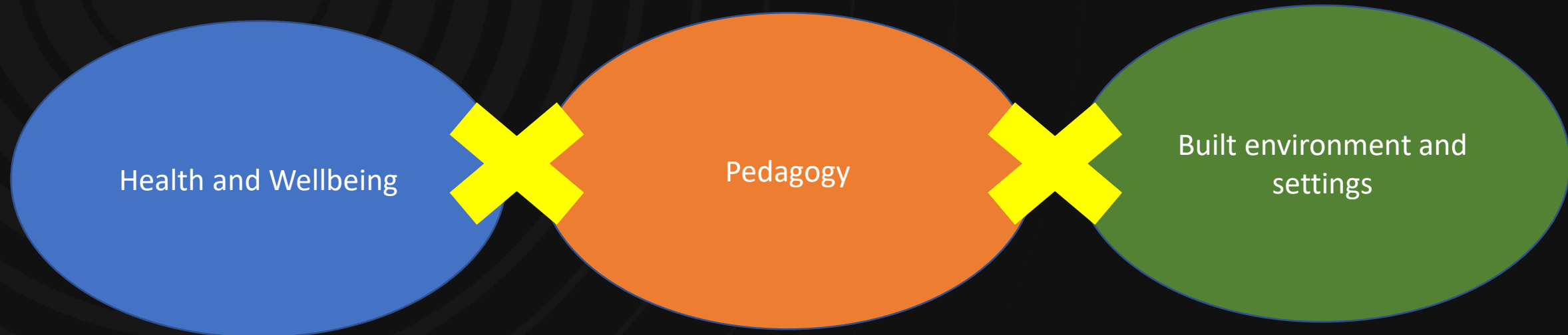
CeC creates an active participation for positive changes in the community by learning and intervening community needs by learning, engaging, applying and immersing into the real issues community presents.



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Despite being at the heart of Scotland's Curriculum of Excellence (CfE), interdisciplinary learning (IDL) has not yet become a habitual learning approach in all of Scotland's schools. It exists, and it is a way of thinking and learning that can have a significant impact on improving student engagement and performance, but its application and quality is inconsistent. (Education Scotland)

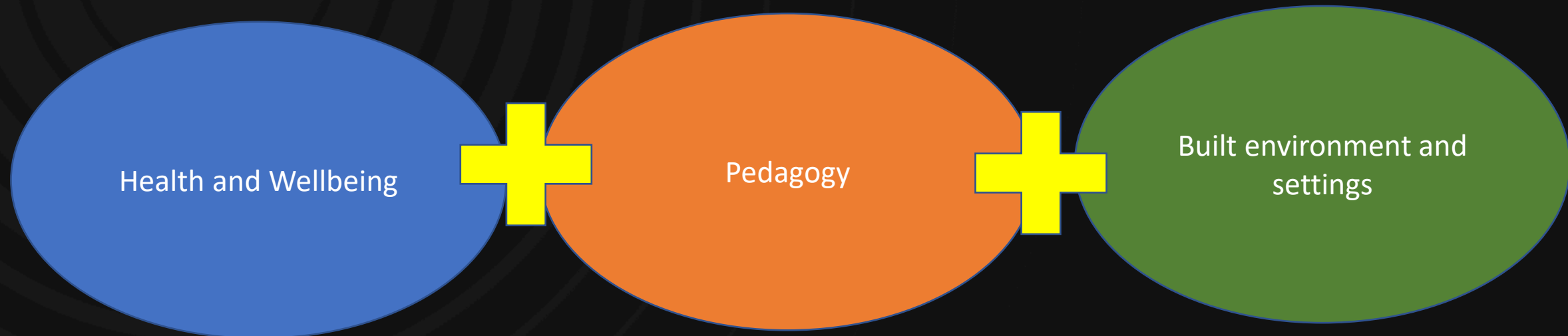


TRADITIONAL DISCIPLINARY SILOS

COMMUNITY AS AN EXTENDED CLASSROOM

EVOKING CURIOSITY AND COLLABORATION

FUTURE IS COLLABORATION FROM TEACHING, LEARNING AND STUDENTS' EXPERIENCE



CREATIVE TRANS-DISCIPLINARY COLLABORATION

COMMUNITY AS AN EXTENDED CLASSROOM

EVOKING CURIOSITY AND COLLABORATION

FUTURE IS COLLABORATION FROM TEACHING, LEARNING AND STUDENTS' EXPERIENCE

Trans -disciplinary learning and teaching offers a wider horizon of thinking, enhancing the student's confidence by engaging in an authentic community, working with complexity.

Trans -disciplinary teaching and learning provides the foundation for more context-specific experiences, which prepares students for employment in a complex world and to be inquiring learners.

Victoria Road School Project
Trans-disciplinary learning
Going Upstream



RGU Physiotherapy Going UP Stream in Torry

[\(15\) Facebook](#)



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1. Kydd, G. S. (2004). Seeing the world in 3D: learning in the community (Unpublished doctoral thesis). University of Calgary, Calgary, AB.
2. Eisner, Elliot W. (1998) The kind of schools we need : personal essays, Portsmouth, NH: Heinemann.
3. Smith, M. K. (2005). 'Elliot W. Eisner, connoisseurship, criticism and the art of education', The encyclopedia of pedagogy and informal education. [<https://infed.org/mobi/elliot-w-eisner-connoisseurship-criticism-and-the-art-of-education/>]. Retrieved: 25 March 2022].