



# Community-Engaged Learning in an ESL Learning Community

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# Objectives

- How the LC is structured
- How the LC was formed
- How it has been adapted over the past few years
- How it has impacted the students who have been involved
  - leadership
  - community involvement
  - engagement

# What is a learning community?

<b>ICAPS (IET)</b>	<b>Learning Community</b>
<p>Students are enrolled in a CTE certificate program and an adult ed class. They receive additional ICAPS supports.</p>	<p>Adult Ed students are co-enrolled in adult education class and college credit class (may also have non-adult education students in it).</p>
<p>ICAPS support class uses outcomes from CTE. Instructor helps students with skills contextualized specifically to the CTE program they are in.</p>	<p>Adult ed class has its own outcomes, separate from the college credit class it is linked to.</p>
<p>Team teaching model</p>	<p>Faculty collaborate with each other and may have a shared assignment or project.</p>
<p>Students earn a credential.</p>	<p>Students earn credit for the college credit class.</p>

## How LCs Began at ECC

- Visits from Washington State
- Formation of Steering Committee
- First Learning Communities
- Learning Communities in Adult Education
  - 2013 - ENG101/Advanced ESL
  - 2015 - BUS101/ High Intermediate ESL
  - 2019 - CMS101/ College Transitions

# What is service learning?

- Engaging students through community partnerships that enhance course outcomes
- According to the AAC&U Civic Engagement Value Rubric, a service-learning class is defined as:

*A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.*

# The WHY of Service Learning

- Service learning is a high impact practice (Kuh, 2008).
  - HIPs are “an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior” (Kuh, 2009).
    - service learning
    - learning communities
    - ePortfolios
- Research suggests that service learning (community engaged learning) builds skills that employers want
  - Includes soft skills and essential employability skills
    - teamwork
    - organization
    - effective communication

# How the LC has adapted over the last few years

- Various models:
  - Fall 2019: in person for ESL and Speech
  - Fall 2020: sync hybrid for ESL; async for Speech - *no service learning component*
  - Fall 2021: sync hybrid for ESL; async for Speech with increased (optional) virtual meetings
  - Fall 2022: sync hybrid for ESL; in person for Speech
- Students had three faculty in their support network:
  - ESL faculty member
  - Speech 101 faculty member
  - Embedded Librarian \*
- Online office hours and increased digital communication options

# Student Leadership



- Advocacy
  - Census 2020
  - Stronger services for adult ed students a ECC campus
  - National Adult Education Honor Society
- Employability Skills
  - Serve as experts on a topic
  - Consulted non-profits
  - Met with Board members
  - Built strong professional communication skills
    - questioning community leaders
    - email exchanges
    - build relationships with people they haven't met (Beth Paoli)





## Community Involvement

- Met with state leaders
  - Presented national award to State Sen. Cristina Castro
- Collaboration with local non-profit (Centro de Informacion)
  - Learned what they do and what their needs are
  - Learned what the Census is and how it affects community services and voice at the state level
    - Had local State Sen. Cristina Castro as a guest speaker
- Collaboration with local non-profit (Literacy Connection)
  - Learned about the demographics of the community
  - Explored grant requirements for volunteer literacy organizations

# Engagement

- Gave them a **why**
  - Building relationships
  - Making a change
  - Solving real life problems
- Increased connection to college services
  - library
  - foundation (scholarships)
  - student life
- Let's hear from students...

# Engagement

*“I would like to see more service-learning (helping the community) and/or group projects in future classes. I want to explore and experience new things. This will help me gain a lot of valuable knowledge.”*


# Engagement

*“Wow it was a very surprising project for me. I didn't know about some of the benefits from me as student, so started knowing once one of my classmate had to present about financial aid for specific students. After to hear from her research, I was excited on how I can benefit from these resources.”*

# Questions?

Contact Erin at [evobornik@elgin.edu](mailto:evobornik@elgin.edu)  
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Slides are available on the Whova app.



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