Bridging Community and Classroom: Integrating Research-Based Learning with Community-Based Research in Universities

Hande Gür (University of Alberta) and Gül Çalışkan (St. Thomas University)

Research-based learning allows students to study topics of interest, understand research processes, and explore career opportunities. It reconfigures students as intellectual producers. Combined with community-based projects, research-based learning may enhance students' academic and personal growth through both research and service learning. We aim to bridge community and classroom more effectively by integrating research-based learning with community-based research within a single course setting. We designed an undergraduate course, Research for Social Change, which immerses students in research-based and experiential learning utilizing STU's Promise of Home project as a case study. The course includes a workshop on the ethics of community interaction, discussions on research justice, and project reviews to prepare students. Coursework involves students planning and conducting community meetings and reflecting on their research and engagement. This paper discusses the pedagogical outcomes of the project and evaluates our course design, focusing on the pedagogical

methods, impacts, and limitations of incorporating community-based research projects into university classrooms.

References

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