

WISCIENCE COMMUNITY-BASED LEARNING FRAMEWORK

WHAT IS THE COMMUNITY-BASED LEARNING FRAMEWORK?

The community-based learning (CBL) framework is a resource meant to provide a shared language for instructors and students in CBL courses. It articulates knowledge, skills, and values that actively span the boundary between the university and community, allowing meaningful participation in public life. It provides a lens through which to approach large, complex issues, by breaking issues into smaller, more approachable parts. The full framework, including Learning Domains and Student Outcomes, is available at the end of this document.

Learning domains guiding the CBL Framework include:

- Academic and Professional Domain
- Civic Domain
- Community Engagement Domain
- Diversity and Intercultural Domain
- Personal Growth and Leadership Domain
- Social and Communication Domain

For students, the CBL framework can provide:

1. Development of highly transferrable knowledge and skills.
2. Identification of skills that bridge disciplines (i.e. communication, leadership, and intercultural skills).
3. Knowledge and skills that students are able to include on a resume or talk about in an interview.

For instructors, the CBL framework can provide:

1. Identification of CBL-related student outcomes that are frequently already part of a course but may not be clearly articulated to students.
2. A resource to guide learning outcomes development and course design.

THE FRAMEWORK IS **NOT** MEANT TO:

- Describe what happens in every CBL course.
- Represent what is possible to achieve in a single course.
- Tell instructors what they must do in their course.
- Serve as an assessment of teaching/instruction.

WISCIENCE Community-Based Learning Framework						
Learning Domains ¹	ACADEMIC AND PROFESSIONAL DOMAIN	CIVIC DOMAIN	COMMUNITY ENGAGEMENT DOMAIN	DIVERSITY AND INTERCULTURAL DOMAIN	PERSONAL GROWTH AND LEADERSHIP DOMAIN	SOCIAL AND COMMUNICATION DOMAIN
Student Outcomes ²	Learn disciplinary concepts through integration of course and community settings	Understand pathways to participation in public life	Engage with community members	Develop knowledge of diverse human experiences	Develop leadership skills	Develop active listening skills
	Demonstrate understanding of disciplinary concepts in an applied setting	Develop the skills to participate in civic life	Develop independence in community-engaged work	Interact effectively across differences	Develop ability to accurately self-assess knowledge and skills	Develop interpersonal communication skills
	Consider the public purpose of scholarship	Develop and integrate civic identity	Develop the ability to learn through critical reflection	Develop a systems view of power, privilege, and bias	Develop awareness of personal identity	Develop teamwork and collaboration skills
	Develop experience and skills relevant to career development	Develop civic agency and self-efficacy	Understand and adapt to the culture and context of community environments	Develop skills to approach work with cultural humility	Develop resilience	Develop and maintain authentic relationships
	Articulate the value and challenges of translating theory into practice	Develop knowledge of contemporary societal issues	Understand how large social forces are localized in the community	Recognize and honor individual lived experience and contributions of others	Act in an ethical and socially responsible manner	Engage controversial social issues with civility
			Value community engagement and collective action to affect social change		Develop a values framework through which societal and institutional structures can be interrogated	

This framework is used to guide community engaged programming at WISCIENCE, is available for other educators to use, and is licensed under [CC BY-NC 4.0](#). It was developed by Jessica TeSlaa (WISCIENCE) and Mo Bischof (Office of Assessment), and adapted by Anna Courtier (WISCIENCE). It was funded by an Undergraduate Science Education grant from the Howard Hughes Medical Institute to the University of Wisconsin–Madison (#52006959) and by the Wisconsin Institute for Science Education and Community Engagement (WISCIENCE).

¹ **Learning domains** – Broad categories encompassing multiple student outcomes, generated both through participatory workshops with CBL instructors and by consulting the literature.

² **Student outcomes** – Areas of focus which an instructor might use to guide development of clear and measurable learning outcomes or objectives. As written in the framework, they are generally too broad to be considered specific learning outcomes themselves.