COMMUNITY ENGAGEMENT AND LEARNING: MAKING A DIFFERENCE
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Community engagement as defined by Australian Catholic University requires that students are given every opportunity to undertake, as part of their course of studies, projects and programs that broaden their world view, build their capacity for meaningful engagement and enhance the dignity and well-being of others.

This resource brings together information relevant to community engagement and seeks to demonstrate to academic staff how such engagement can form part of their teaching and research and student learning.

PROJECTS AND PROGRAMS THAT BROADEN THEIR WORLD VIEW
ENHANCE THE DIGNITY AND WELL-BEING OF OTHERS
BUILD CAPACITY FOR MEANINGFUL ENGAGEMENT
Australian Catholic University shares with universities world-wide a commitment to quality in teaching, research, and service. It aspires to be a community characterised by free inquiry and academic integrity.

The University’s inspiration, located within 2,000 years of Catholic intellectual tradition, summons it to attend to all that is of concern to human beings. It brings a distinctive spiritual perspective to the common tasks of higher education.

Through fostering and advancing knowledge in education, health, commerce, the humanities, the sciences and technologies, and the creative arts, Australian Catholic University seeks to make a specific contribution to its local, national and international communities.

The University explicitly engages the social, ethical and religious dimensions of the questions it faces in teaching and research, and service. In its endeavours, it is guided by a fundamental concern for justice and equity, and the dignity of all human beings.

Australian Catholic University has a primary responsibility to provide excellent higher education for its entire diversified and dispersed student body. Its ideal graduates will be highly competent in their chosen fields, ethical in their behaviour, with a developed critical habit of mind, an appreciation of the sacred in life, and a commitment to serving the common good.
COMMUNITY ENGAGEMENT AT AUSTRALIAN CATHOLIC UNIVERSITY

DEFINITION

Community engagement is the process through which Australian Catholic University brings the capabilities of its staff and students to work collaboratively with community groups and organisations to achieve mutually agreed goals that build capacity, improve well-being, and produce just and sustainable outcomes in the interests of people, communities and the University.

The University values community engagement as:

- a key means of advancing its Mission in serving the common good and enhancing the dignity and well-being of people and communities, especially those most marginalised or disadvantaged;

- integral to its teaching, learning and research; and

- affirming relationships that depend on trust and genuine partnerships with community organisations, institutions and corporations.

...AN APPRECIATION OF THE SACRED IN LIFE
The following principles have been articulated by the Australian University Community Engagement Alliance (AUCEA), of which Australian Catholic University is a member:

1. University community engagement is based on a mutually beneficial exchange of knowledge and expertise between universities and communities.

2. The university produces graduates who are ethical and engaged citizens.

3. The university engages with its communities to create a more accessible, outward-reaching and inclusive society. The university identifies its communities by acknowledging community values, culture, knowledge and skills, and works with those communities to develop a mutually-beneficial agenda.

4. Engaged research is designed, managed and disseminated as a partnership that addresses both academic and community priorities.

5. Engaged learning and teaching programs respond to individual and community needs and opportunities and link to specific learning goals and experiences for students. Programs are designed and managed in partnership with communities, and are socially inclusive and globally and locally relevant.

6. Community engagement is embedded in the governance, operations, budget, curricula, plans, policies and life of the university.

7. Engaged universities articulate their mission, culture and values for the community, and regularly reflect on these in the context of community conditions and partnerships.

8. The University and community work together to monitor partnerships, measure impacts, evaluate outcomes, and make improvements to their shared activities.

Further information can be found on the AUCEA website @ www.aucea.net.au
How we accomplish our mission is as important as the mission itself. Indeed, our values are fundamental to our success. The values outlined can be applied to teaching and learning, research and working in communities:

| A PREFERENTIAL OPTION FOR THE POOR | Recognising and promoting the dignity of the human person and in particular those who are marginalised |
| SPIRITUALITY OF COMMUNION | Offering genuine hope for development and transformation to individuals and communities |
| AN APPRECIATION OF THE SACRED IN LIFE | Bringing a distinctive spiritual perspective to the common tasks of higher education |
| A COMMITMENT TO SERVING THE COMMON GOOD | Enabling us to understand better and meet the needs and expectations of our students, academic and external partners and the broader community consistently |
| MUTUALITY OF RESPECT | Ensuring transparency, probity, flexibility, cultural sensitivity and accountability in all our dealings |
| ETHICAL BEHAVIOUR | Acting with integrity which is fundamental in our dealings with each other, our students, partners and the broader community |
| CRITICAL HABIT OF MIND | Pursuing higher levels of competence |
| COMMITMENT TO QUALITY | Supporting the University in its teaching and learning and research endeavours |
| CARE | Providing a safe and satisfying working environment for our students, staff and partners |
| COURAGE | Being willing to be creative in planning, delivery and assessment |
| INCLUSIVENESS | Engaging with a broad spectrum of the community. Being flexible in responding to stated needs and engaging respectfully with members of the community |
| INTEGRITY | Clearly stating purpose based on identified need |
The benefits of integrating community engagement into teaching and learning and research are reciprocal between the university and the community groups with whom staff and students engage.

**UNIVERSITY**

| GENERAL                        | Fidelity to mission  
|                               | Diversifying presence and action in the community  
|                               | Responding to community needs  
|                               | Positioning in the marketplace  
| STAFF                          | Empowering staff to contribute to social change  
|                               | Renewed enthusiasm  
|                               | A sense of making a difference  
| STUDENTS                       | Learning through meaningful engagement  
|                               | Learning valued for practical application  
|                               | Connectedness with local and wider communities  
|                               | Development of reflective practice  

**COMMUNITY**

| COMMUNITY                     | Mutually beneficial partnerships  
|                               | Empowering people and communities for social change  
|                               | Positive social transformation  
|                               | Access to resources  

**RECIPROCAL BENEFITS**
The See – Judge – Act model was developed by Cardinal Joseph Cardijn, Founder of the Young Christian Workers Movement (YCW) and Young Christian Students Movement (YCS).

Drawing from this heritage of the Catholic Church’s social teaching and practice, the model is offered as a means of structuring community engagement in teaching and learning and research. It is an inductive process that begins with existing reality and people’s experience. Reflection on and analysis of social reality enables informed action which needs to be well-planned, realistic, sustainable and participant-driven!

It also needs to reflect genuine partnership that is respectful and mutually beneficial.

Further information relating to the Cardijn model can be found at the following websites:

• www.aycs.org.au/Resource.html
• www.ccidd.org/see_judge_act.htm
• www.ycw.org.au
## A MODEL FOR STRUCTURING COMMUNITY ENGAGEMENT

### QUESTIONS

<table>
<thead>
<tr>
<th>SEE</th>
<th>What exactly is happening? (observation)</th>
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<tbody>
<tr>
<td></td>
<td>What is this doing to people? (the consequences)</td>
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<td>Why is this happening? (the causes)</td>
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<tr>
<th>JUDGE</th>
<th>What do we think about this? (evaluation)</th>
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<td>What do we think should be happening? (analysis)</td>
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<td>What does our faith say? (reflection)</td>
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<tr>
<th>ACT</th>
<th>What exactly is it that we want to change? (long-term goal)</th>
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<td>What action are we going to take now? (short-term goal)</td>
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<td>Who can we involve in our action? (engagement)</td>
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A PROCESS FOR INCORPORATING COMMUNITY ENGAGEMENT INTO TEACHING AND LEARNING

- DEVELOPED BY THE INSTITUTE FOR ADVANCING COMMUNITY ENGAGEMENT

PLANNING

- Identify community engagement (CE) learning outcomes for the unit.

- Relate these learning outcomes to students’ life / future professional roles (eg teachers, social workers, nurses, sport scientists etc).

- Make explicit how the scholarship and learning are related to or stem from students’ community engagement.

- Integrate Catholic perspectives into the learning and engagement.

- Involve community in planning, implementation and review of initiatives in a true spirit of mutuality.

- Be open to the transformative power and creativity that emerge in community engagement-based teaching and learning.

TEACHING

- Develop or extend students’ understanding of community engagement concepts and approaches through unit content.

- Show how community engagement-based learning allows students to express the University’s mission and develop the graduate attributes.

- Challenge students to develop critical insights through reflection upon their engagement and learning.

- Provide opportunities for students to choose avenues of community engagement (CE) within the CE precincts in order to learn purposefully with and from the community.

ASSESSING

- Structure a component of the assessment around the community engagement.

- Be innovative in the forms of assessment used and invite students to identify and reflect upon their transformative learning.

- Explore avenues for self and peer review as part of the assessment.
Successful community engagement opportunities are created by people who think through all aspects of community engagement from start to finish, including preparation, engagement and reflection. The following pro-forma is offered to assist in this process.

**COURSE**

**UNIT TITLE**

**SEMESTER** /201

How will I incorporate the following characteristics of ACU community engagement into this unit?

- serving the common good
- enhancing the dignity and well-being of people and communities
- working with the most marginalised or disadvantaged
- teaching and learning / research
- affirming relationships that depend on trust
- building genuine partnerships with community organisations, institutions and corporations
- integrating Catholic perspectives into the learning and engagement

What community engagement component am I considering as part of this unit?

How will it relate to course content?

How will it enhance student learning?
What benefits will flow from this initiative?

For me as a lecturer

For the students

For other stakeholders

Reflective Learning Strategies
How will students reflect upon their engagement and learning?

Assessment Strategies
How will I assess student ownership of engagement?
Important Contacts for this Engagement

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<tr>
<th>ORGANISATION</th>
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Checklist

☐ Planned all aspects (What, where, how, who, when)
☐ Gathered relevant information
☐ Contacted community groups
☐ Formed relevant partnerships
☐ Considered costs
☐ Provided information to relevant people (Head of School; Course Coordinator; IACE)

Notes


QUALITY TEACHING, LEARNING AND RESEARCH FOR TRANSFORMATIVE ENGAGEMENT

Quality Student Engagement

- Teaching, Learning and Research
- Knowledge and Understanding
- Values; Catholic Perspective
- Inclusive Professional Knowledge and Attitudes
- Educational Purpose
- Collaborative Action for Change
- Reflection, Critical Insight and Pathways for Change
SD1 – AN EXAMPLE OF COMMUNITY ENGAGEMENT IN TEACHING AND LEARNING

INCORPORATING COMMUNITY ENGAGEMENT INTO TEACHING AND LEARNING

There are probably as many ways to incorporate community engagement (CE) into teaching and learning as there are units to be taught at ACU. One strategy, employed by Anthony Steel in a theology unit, is to structure CE into an assessment task. In this way, CE is actually integrated into the unit, and it takes on ‘value’ for students, as part of their learning. The following extract from the Unit Outline for THEO 246 Humanity, Hope and Salvation – Semester 2, 2008 sets out the task:

NARRATIVES OF HOPE: COMMUNITY ENGAGEMENT

Australian Catholic University sees community engagement as enhancing the dignity and well-being of people and communities especially those who are the most disadvantaged or marginalised.

ACU sees community engagement as part of everyday life at the University. Community engagement is not an add-on or the responsibility of some, and not others. Community engagement is for everyone in every discipline and every faculty. (ACU’s Community Engagement website)

The University’s ideal graduates will be highly competent in their chosen fields, ethical in their behaviour, with a developed critical habit of mind, an appreciation of the sacred in life, and a commitment to serving the common good. (ACU Mission Statement)

PURPOSE

To assist students understand community engagement and actually be involved in it, by identifying and appreciating a faith-based community organisation whose work attempts to transform situations in which people or groups find it hard to have a sense of hope.

TASK

Identify the organisation you want to connect with and have it approved by the lecturer by Week 3.

SEE

Once your choice is approved, meet with a representative of the organisation and with their help come to a knowledge and understanding of:

• The values upon which the organisation is built and operates
• The people the organisation serves (‘clients’)
• Specific challenges to hope which the organisation has identified for the people it serves
• Specific initiatives the organisation undertakes to help people develop (or recover) a sense of hope
• Ways in which individuals can share in the vision and engage with the mission of the organisation.
JUDGE

Having collected and reported on this information, explain how this work connects with the Christian vision of humanity, hope and salvation.

ACT

In some cases, it may be possible for you to enhance your knowledge and understanding by participating in some work or activity of the organisation and actually engaging face-to-face with some of the people it serves. If you are offered this opportunity, please be sensitive to the dignity of the people you meet; always engage with them as fellow human beings, not as the object of your study or curiosity.

To help you undertake this project, there will be no class meetings or tutorials in week 4.

Your written paper should be 2,000 words; it must be delivered to the lecturer by 4pm, 18 September, 2008.

The marking criteria for this task are:

CONTENT
• understanding of major elements of the chosen organisation’s mission and work;

ENGAGEMENT
• evidence of critical appreciation of the organisation’s mission and work;
• ability to demonstrate connections between the organisation’s work and the Christian vision of humanity, hope and salvation;

RESEARCH
• written paper meets requirements set out in Unit Outline, including an adequate bibliography in appropriate form;
• consistent use of theological vocabulary and inclusive language.
Recently Australian Catholic University, Aquinas Campus (Ballarat), was approached by Michelle Anderson of The Smith Family to consider how preservice education students could support their Learning for Life program. The program endeavours to provide financially disadvantaged children with access to support aimed at improving their cognitive and academic skills. Dr Ann Gervasoni, Senior Lecturer in Education at Australian Catholic University, saw the possibilities of such a partnership, not only to provide opportunity for students to practise their skills and develop their knowledge but also to learn the value of engaging meaningfully with organisations that strive to build capacity within disadvantaged communities. ‘Such participation in community beyond the campus is firmly embedded in the University’s vision and mission,’ she said. The project, forged by the partnership, involved 30 students enrolled in the elective unit, ‘Numeracy in the Early Years’, in developing individual learning plans in mathematics for primary school-aged students, in developing and presenting workshops for parents and in the formation of Mathematics learning clubs. The success of the project so far heralds an ongoing and beneficial partnership for all involved but especially for the students, both the preservice teachers and their young learners! The Smith Family and Australian Catholic University collaboratively planned the details of the project before designating relevant aspects for delivery. It was agreed that The Smith Family would approach families in the Ballarat area to discuss the various aspects of the project and how it could be of benefit to their children in this important area of learning. Australian Catholic University would assess the students and develop the Individual Learning Plans, design and deliver the workshops, and establish and run the clubs. Resources would be pooled, the Smith Family funding the production of specific materials relating to the project and Australian Catholic University providing access to its learning resources and facilities. Parents were invited to nominate their child for participation in the development of an Individual Learning Plan. The total number of participants for this aspect of the project was capped at thirty which enabled a one-to-one learning relationship between pre-service teacher and student. Once all thirty positions were filled, the next step was to begin the process of developing the learning plan based on the individual student’s needs. Each student was assessed by a pre-service teacher using the Early Numeracy Interview which includes hands-on assessment tasks where students demonstrate mathematical understanding and preferred strategies for solving complex tasks. The responses were analysed to pinpoint the specific learning needs of the student. Based on the results of these analysed responses each pre-service teacher, in consultation with Ann Gervasoni, designed Individual Learning Plans in Mathematics for each of the participating students. The purpose of these plans is to assist teachers, parents and tutors to devise learning opportunities for the student that build on and extend present skills and knowledge.
The role of parents in successful learning by their children was acknowledged as paramount to the success of the project. 'To ensure successful mathematics learning, it is essential that parents identify themselves as partners in the education of their children. It is with this in mind that we have offered a Parent Workshop to skill up parents to be more confident as learning partners,' said Michelle Anderson, Team Leader for The Smith Family's North West Country, Victoria. Preservice teachers planned and presented a workshop for parents of the participating students. The workshop included a number of ideas about how to help their children learn mathematics in the home context. Many of the ideas demonstrated in the workshop involved games with a focus on mathematics. Parents were also given a brochure developed by the pre-service teachers and produced by The Smith Family. The purpose of the brochure was to sustain the learnings from the workshop and to develop confidence in implementing these learnings at home. The parents involved expressed their appreciation for the support given to them in this often daunting task of helping their child learn. The project also included the establishment of three Maths Clubs. Five schools within Redan, Sebastopol and Delacombe, all disadvantaged areas of Ballarat, were approached and all agreed to ‘host’ the clubs as an after-school activity each Monday afternoon. Each Australian Catholic University pre-service teacher worked as Maths Buddy for 2-3 students targeting a total of 60 students from the five primary schools. A specialised curriculum based on games has been developed specifically for the use of the clubs. The impact of the clubs on student learning is yet to be tested, however there is strong evidence of a positive impact on students’ attitude to learning as expressed by one club member: ‘I wish we could have Maths Club every night!’ The positive outcomes from the partnership between The Smith Family and Australian Catholic University are reciprocal. The pre-service teachers have benefited greatly from the experience. They have particularly appreciated the opportunity for their work and expertise to be put to direct use in the community, rather than working on hypothetical assignments and learning activities. Each has formed professional relationships with parents and families and gained insight into the difficulties faced by some children when learning mathematics. As a result of this partnership, community capacity for assisting children to learn mathematics has increased.
STORY 2
Making a ‘big bang’ in primary science

When faith-based and secular institutions partner together with big business, big things are bound to happen! A science project piloted in 2006 is having an explosive effect on primary age students and their teachers in western Sydney. The impacting partnership of Australian Catholic University, the University of Sydney, the Western Sydney Region of the NSW Department of Education and Training and IBM is changing science education and the results are in – it is a winner! A steering committee comprising Ms Anne Forbes from ACU Strathfield and representatives from the NSW Department of Education and Training, IBM and the Science Foundation for Physics came together with a view to developing a primary science initiative that focuses on supporting classroom teachers and their students to investigate scientifically. From this the MyScience Project was born. It began with a pilot program in two primary schools in 2006 expanding to nine primary schools and over 900 students in 2009. In 2008 MyScience won the National BHERT Award for Best Collaboration in Education and Training. In 2009 the Ian Potter Foundation awarded the MyScience team $50 000 to develop and trial an online Professional Development resource. Anne Forbes, collaborating with Gerry McCloughan from DET designed the MyScience educational model that is the foundation of the MyScience program. Anne believes that important foundations for learning are laid in the primary years. ‘It is where students make connections between classroom activities and everyday events.’ She is passionate about giving young learners the opportunity to understand and practice scientific method. Using the website, www.tryscience.org which is aimed at younger learners, teachers introduce the skills of investigating scientifically. Applying these skills with the support of science mentors sourced from local business / industry, universities (ACU, UWS and USYD), high schools and the school community gives students an insight into the importance of posing questions, considering possibilities and testing hypotheses. They learn to measure, analyse critically and draw evidence-based conclusions. Critical to the success of the program is the professional development for teachers that underpins it. Teachers are challenged to move from a directive teaching model to an enquiry learning model. Preliminary research undertaken indicates that teachers have increased confidence, interest and competence in effectively engaging and teaching primary school students in the Science and Technology Key Learning Area and that students experience increased success in conducting and presenting valid and reliable scientific investigations. The science mentors add a valuable dimension to the program by providing expert advice to teachers and students as they work through the investigative process. Mr Greg Erdman, a volunteer science mentor from IBM, hopes he can make a difference. ‘I do enjoy teaching and mentoring. MyScience gives young kids the chance to discover something they might not have considered doing on their own.’ This project proves that it only takes one good idea backed by passionate people to make a difference to young learners and their teachers. The collaborative approach to the development and implementation of the MyScience Project exemplifies the best in community-based partnerships. Everyone wins!
Having the opportunity to come face-to-face with young people from other faiths has opened the minds and hearts of students at Australian Catholic University. Dr Antoinette Collins, Lecturer in the School of Theology, worked collaboratively with Anthony Steel from the Institute for Advancing Community Engagement, to develop a more engaging delivery model for the unit World Religions. The result of this collaboration is a course that transforms the way information is presented to students. The title of the course reflects these changes. The primary aim of World Religions Face-to-Face is to bring about more meaningful interaction between students and members of the major religions, including Australian Indigenous spirituality, that are studied as part of the course. Quite simply, it puts a human face on faith! World Religions Face-to-Face brings practitioners and students together to discuss and explore what it means to be a member of a faith community in this present time. Through the Meeting World Religions Face-to-Face Forum small groups of students speak directly with each representative of the religions being studied and a young adult member of the faith community. When students meet and engage with young people from other faiths, they often find mirror images of themselves! ‘The students felt very comfortable interacting with someone closer to their own age, who “spoke their language” – once again affirming the value of recognising our shared humanity’, commented Anthony Steel. A most significant result of this experience was expressed by students who indicated that because of their encounter, they now had a more positive approach to dealing with difference. It was described by one student as ‘valuable, both personally and educationally ....’ The Meeting World Religions Face-to-Face Forum is primarily directed at enhancing students’ learning and increasing their engagement in the learning process, however emphasis on reflection and mutually respectful dialogue is powerful in bringing about attitudinal and behavioural change. Insight into the values of other faith traditions and comparative consideration of their own values enables students to identify commonalities across the various faith traditions. As a result of their face-to-face encounter with young people from other faith traditions, the students are better positioned to become agents of change in their present communities and in their future professional roles.
AN EXCERPT FROM ‘ENGAGEMENT AND MISSION IN A CONTEMPORARY WORLD’ DELIVERED BY PROFESSOR FRANK BRENNAN SJ AO ON 14 JULY, 2006

To adapt our charism to the mission demands of a globalised and marginalised world, we should all be encouraged to examine the following, sample check-list of activities and dispositions which indicate our real willingness to move into this new world:

1. Espouse and cherish differences amongst ourselves as a privileged means of addressing the divisions in our marginalised and globalising world.

2. Presume that God's self-revelation will be disclosed amidst differences and not just in the resolving of difference.

3. Adopt one justice issue, inform yourself and, after close contact with the marginalised, take some political action (no matter where you live or what your work is or what your role in the University).

4. Ask yourself, when you consume resources, if similar consumption by all is sustainable. If it is not, ask yourself what you will do to make up or put right your excessive consumption of limited global resources.

5. Be an advocate for at least one culture different from your own.

6. Acquire an appreciative and advanced knowledge of at least one religion not your own.

Together we might then walk the tightrope of being sufficiently at home to be engaged, and enough the stranger to be on mission.
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