

Enhancing Remote Learning Through Virtual Service Learning Experiences

Putting Service Learning Online - Session 2 of 3
May 4, 2020



The California State University
CENTER FOR COMMUNITY ENGAGEMENT

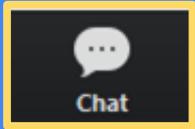
Putting Service Learning Online: Series Schedule

Title	Developing a Remote Learning Course (With Experiential and/or Service Learning in Mind)	Enhancing Remote Learning Through Virtual or Place-/Project-Based Service Learning Experiences	Incorporating Critical Reflection into Online Service Learning Courses
Date & Time	April 30, 2020 3 pm Pacific	May 4, 2020 3 pm Pacific	May 7, 2020 3 pm Pacific

Session 2 outcomes

- **Discuss service learning opportunities** that can be undertaken over distance
- **Share online strategies for interaction** with community-based organizations
- Identify who to contact to help you **address the risk management guidelines** for your campus





Your turn: #hello

- Using the hashtag #hello, enter your **name** and **campus/organization** in the Chat window

To: Everyone ▾ More ▾

Type message here...

What's your perspective?

	YES	NO
I have taught service learning courses	A	B
I have taught online or remote courses (before Spring 2020)	C	D

What does “service learning” mean?

So many definitions to choose from! For example:

- **Wikipedia:** An educational approach that combines learning objectives with community service in order to provide **a pragmatic, progressive learning experience** while **meeting societal needs**.
- **Vanderbilt University:** A form of **experiential education** where learning occurs through a **cycle of action and reflection** as students seek to **achieve real objectives for the community** and deeper understanding and skills for themselves.
- **George Lucas Educational Foundation:** In service learning, students learn educational standards through **tackling real-life problems in their community**.

CSU Community-Engaged Learning Taxonomy

6 Essential Elements

- Reciprocal Partnerships
- Student Community Involvement Benefits Common Good
- Academically Relevant Community Involvement
- Explicit Civic Learning Goals
- Reflection Facilitates Learning
- Integrated Assessment of Student Learning

CSU Community-Engaged Learning Taxonomy Implementation Spectrum

There are different levels of engagement:



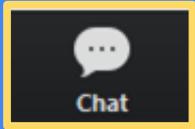
Informal and/or
With Assistance

Formal and/or
Collaborative

More importantly, all levels of engagement are valued!

Digitizing the service learning experience

Service Learning Task	Digital Tools
Communication	Google groups, Pronto, Slack, Zoom, Skype, WhatsApp
Community data collection	Google forms, campus survey tools (Qualtrics, SurveyMonkey)
Collaborative authoring	Google docs, wikis, Dropbox
Collaborative resource sharing	Google drive, Diigo,
Media sharing	Instagram, Facebook, FlipGrid
Presentations	Google slides, VoiceThread



Your turn: #service

In the chat, please share your experiences!

- #definition: What does service learning mean to you?
- #tools: What online #tools have you and your students used to engage with your community partners?

Thriving Online with Service Learning Educational Service Options

- Local Schools - Need for tutors and curriculum support for online learning
- Project based learning - Think outside the box with agencies such as the Red Cross, Community groups for mental health and engagement
- Social Media Projects - Harness facebook, instagram etc.. for the community with outlets for K-12, senior citizens to stay connected and positive
- Connect your class with practice, real-life projects and allow for innovation and creativity (flexible learning outcome related assignments/projects)

Service Learning Example

CSULA Community Literacy Project - 2nd Grade

Purpose: Provide literacy support for the community through a 2nd grade 1-1 and small group tutoring at a site in East Los Angeles for the LAUSD

- Worked with five student teachers at literacy tutors
- Three groups of students (2 small groups and one 1-1 support)
- Focus: Building literacy motivation and engagement linked to Starfall.com with phonics and reading comprehension
- Impact: Students left more confident and engaged with literacy as well as student teachers being better prepared for the actual classroom

Adapting Service Learning Online

- Outreach - Social media, email, live meeting (zoom, etc...)
- Utilize live meetings for initial contacts, follow ups, and support as well as social media
- Target service needs to current issues (high unemployment, lack of technology/internet access, etc...) as well as the course learning outcomes
- Allow for customized ideas and flexibility for due dates and project flow
- Incorporate 1-1 and small group meetings with students
- Key: Start with simple, focused project ideas that are feasible

Using Zoom, Google Hangout, Blackboard Collaborate as Interactivity Tools

- Builds a sense of presence with meetings, breakout rooms, and sharing options for meetings and support
- Develops interactivity - student-project, student-instructor, student-content
- Promotes hands-on and real-life projects that can help needy groups and fulfill project based learning and social support
- Enables instructor and students to facilitate their projects remotely and remain in contact as well as form the webinars/support effectively

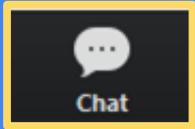
Service Learning Resources

Red Cross - <https://www.redcross.org/local/california/los-angeles/volunteer/youth-services-program/summer-internship.html>

Schools

-Belevedere - Mrs. Bogan beatriz.bogan@lausd.net

-Los Feliz Charter School for the Arts - linda@losfelizarts.org



Your turn: #options

In the chat, please share your experiences!

- #internal: How have you created interactivity options for your students to collaborate?
- #external: How have you created service learning options for your students?

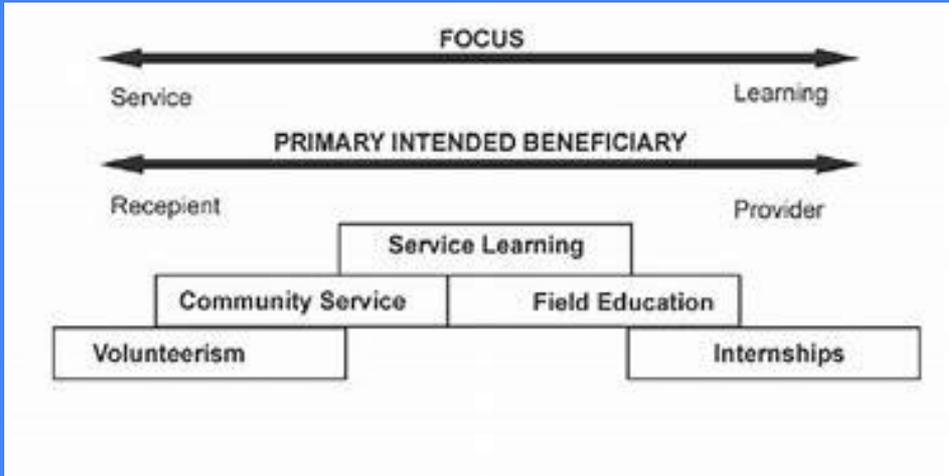


eSERVICE-LEARNING: MOVING SERVICE-LEARNING ONLINE

Del Bharath
MPA Faculty Advisor/Lecturer
CSU Dominguez Hills



Definitions



- Bringle and Hatcher (1996) defined service-learning as “credit-bearing educational experience” in which students “gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (p. 222)
- eSL occurs when one or both components of a course (i.e., the instructional component [theory] or the service component [practice]) are conducted online (Waldner, Widener, & McGorry, 2012)

Challenges to implementation



Time commitment from all parties



Digital divide



Goal incongruence



Appropriate nonprofit selection/nonprofit internal challenges



Student's ability or buy-in



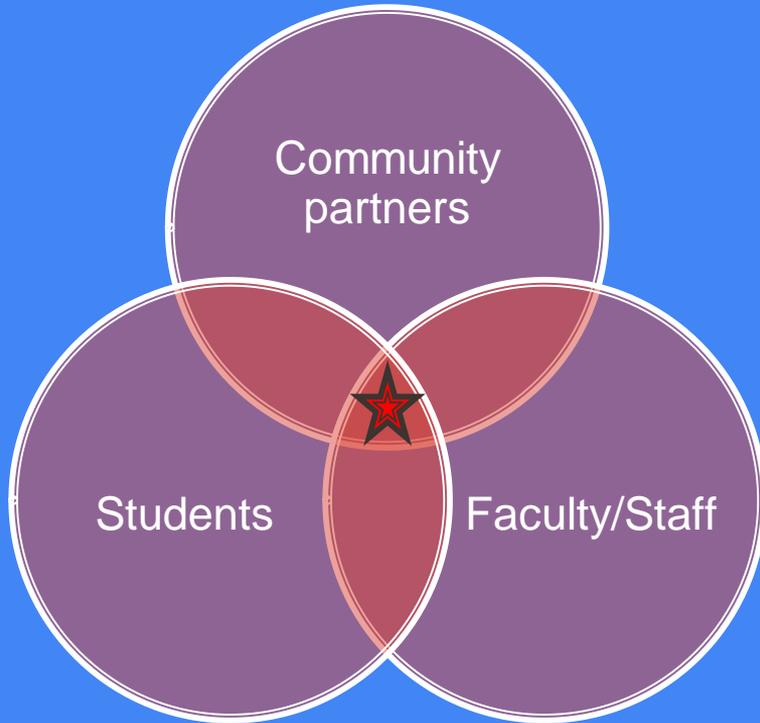
Institutional support

Best practices - Reality

Reality ensures a clear connection between the learning objectives and the service project, as well as appropriate time commitments, clear goals and impacts, participant commitment and buy-in, and proper design and project management (Imperial, Perry & Katula, 2007; Maddrell, 2014b).

- Service-learning projects should not be time-consuming for participants
- Defined success
- Clear roles, responsibilities, and commitments needed for completion of the project
- Identify processes for clear and constant communication
- Formalized project management protocols in order to detail expectations, roles, and responsibilities (also teach students project management software)
- Example - contracts

Best Practices - Reciprocity



Reciprocity - Reciprocity empowers all participants to assist in the structuring and implementation of the project (Hilosky, Moore, & Reynolds, 1999).

- Finding appropriate nonprofits that can work with distance students regardless of geographic location
 - Already developed relationships
 - Institution's engagement office
 - Crowdsource from colleagues and students
- Feedback loops and constant communication
- Student input = increased buy-in

Best practices - Reflection

Reflection in service-learning means that these projects allow for the construction of knowledge (Fisher, Sharp & Bradley, 2017).

Reflection differentiates service-learning from other forms of experiential education as it specifically connects the service experience to desired learning outcomes.

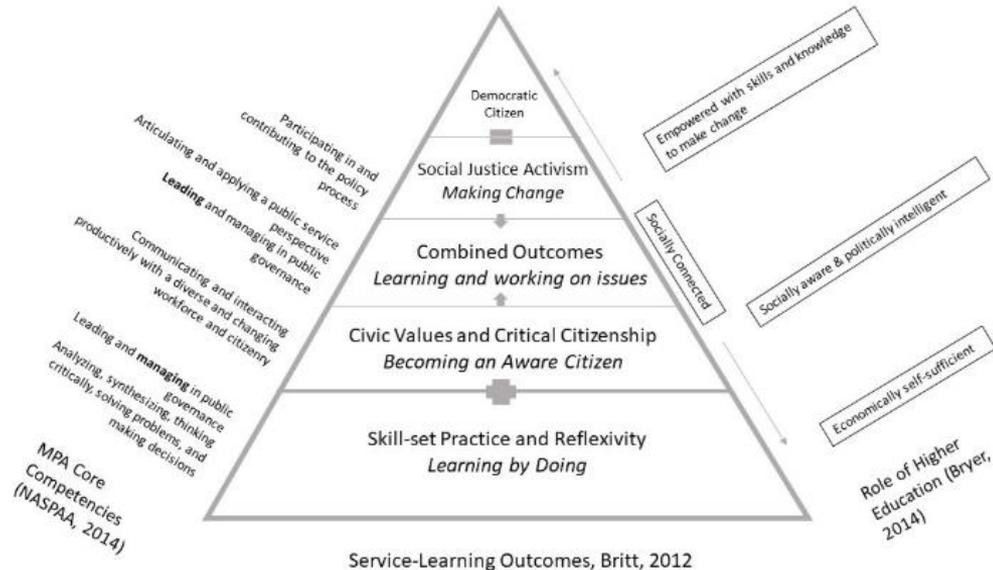
Reflective exercises such as journals, group discussions, and short-answer responses should be completed at different points throughout the service experience.



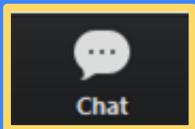
Best practices - Responsibility

Responsibility draws students' attention to issues of equity and civic values, where they are grounded in their responsibility to contribute to others (Godfrey et al., 2005).

Figure 1. A Conceptual Framework for Democratic Service-Learning



Note: Adapted from Britt (2012), Bryer (2014), and NASPAA (2014).



Your turn: #blueprint

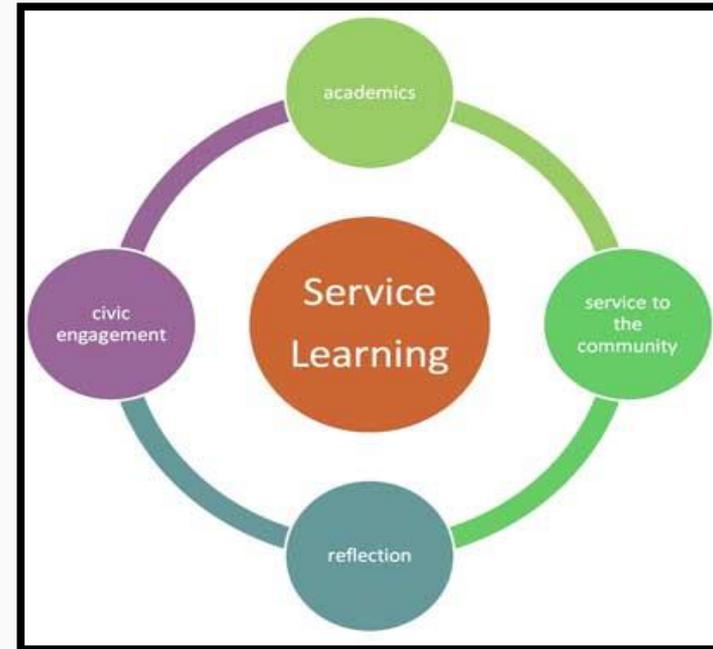
In the chat, please share your experiences!

- #practices: What are some effective practices when putting service learning online?
- #challenges: What are some challenges you have overcome (or still have to overcome)?

Enhancing Remote Learning - Project-based Service Learning 1

Service Learning Advantages

- Practiced at over 1000 universities and by over 2,000,000 college students in the U.S. alone
- Allows students to apply academic know-how into realm of practical problem-solving skills, required in professional work environment.



Enhancing Remote Learning - Project-based Service Learning 2



Service Learning Advantages

- Improves student engagement & attitudes toward education
- Develops student teamwork & problem-solving skills.
- Stresses 21st Century skills:
- Creativity
- Communication
- Collaboration

Enhancing Remote Learning - Project-based Service Learning 3

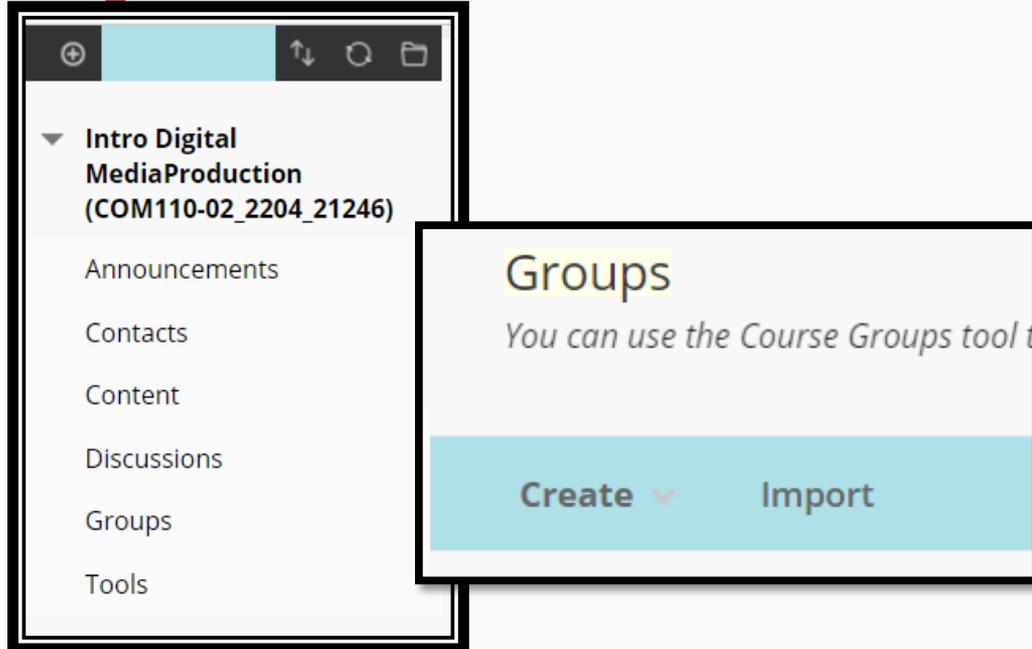
Using Blackboard for Virtual or Place/ Project-Based Service Learning

The screenshot displays the Blackboard interface for a course. At the top, the CSUDH logo is on the left, and a navigation bar contains 'Courses' (highlighted), 'Organizations', 'Bb Ally', 'Portfolios', 'MyBb', 'Library', 'Mail', 'Browser Checker', and 'Help'. Below this, the course title 'Intro Digital MediaProduction COM110-02_2204_21246' and 'Announcements' are visible. A left-hand navigation menu includes 'Intro Digital MediaProduction (COM110-02_2204_21246)', 'Announcements', 'Contacts', 'Content', 'Discussions', 'Groups', 'Tools', and 'Course Management' (with sub-items: Control Panel, Content Collection, Course Tools, Evaluation, Grade Center, Needs Grading, Full Grade Center). The main content area is titled 'Announcements' and contains a 'Create Announcement' button. Below the button is an announcement titled 'Welcome to Com 110 & Com 111 - Digital Media Production for Spring 2020'. The announcement text reads: 'Item is not available.' followed by 'Posted on: Monday, January 13, 2020 9:00:00 PM PST'. The main body of the announcement says: 'Greetings to all of you. I'm Dr. Paul Fornelli and I am looking forward to working with you in the Com 110 and Com 111 courses this semester. I wanted to let you know that the class syllabus has now posted to Blackboard. In addition to the Com 110 syllabus, you will also find a copy of the Com 111 syllabus, as well as a link to a student questionnaire. Please print out the questionnaire, complete it, and then bring it with you to our first class meeting. One other very IMPORTANT item. In the Syllabus folder, you'll also find a link for the textbook. The textbook, *Viral Media: A Digital Production Guide for Advertisers, Journalists & Public Relations Professionals* (ISBN: 978-1-5165-9056-8), is required for the course, as the text has been specifically designed for this coursework. Test question and the course projects come directly from the text, as well as potential extra credit assignment. In fact, I'd really like for us to hit the ground running, and having the book will help. To emphasize that point, if you have the physical or e-text version of the book by the start of Week #2, I'll add a couple of extra credit points into your start-of-term scores. Here's the link: <https://store.cogella.com/>

On the right side of the announcement, it says: 'Posted by: Paul Fornelli', 'Posted to: Intro Digital MediaProduction COM110-02_2204_21246'.

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Using Blackboard for Virtual or Place/ Project-Based Service Learning



Creating Groups

Student Groups can be created and assigned using Blackboard

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Using Blackboard for Virtual or Place/ Project-Based Service Learning

Creating Groups

- Students now have the ability to communicate and work collaboratively, both on & off-campus.
- As faculty, you also have access to all of the posted work content

Groups

You can use the Course Groups tool to create an inte

Create ▾

Import



Bulk Actions ▾

View Options ▾



NAME



Blue Team - Stonebrook



Gold Team - Goodwill Donations



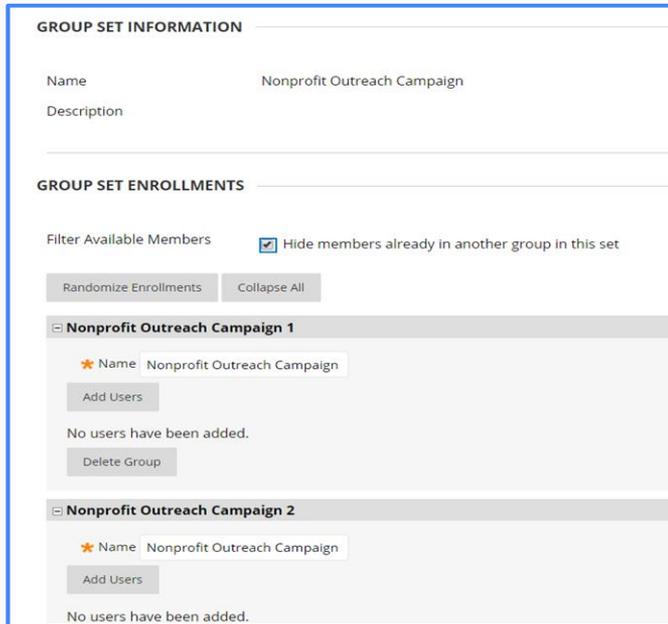
Green Team - South Bay Acquatics



Red Team - SLICE/Sustainability

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Using Blackboard for Virtual or Place/ Project-Based Service Learning



The screenshot shows the Blackboard interface for managing a group set. It is divided into two main sections: 'GROUP SET INFORMATION' and 'GROUP SET ENROLLMENTS'.

GROUP SET INFORMATION

- Name: Nonprofit Outreach Campaign
- Description: (empty)

GROUP SET ENROLLMENTS

- Filter Available Members: Hide members already in another group in this set
- Buttons: Randomize Enrollments, Collapse All
- Group 1: **Nonprofit Outreach Campaign 1**
 - Name: Nonprofit Outreach Campaign
 - Add Users button
 - No users have been added.
 - Delete Group button
- Group 2: **Nonprofit Outreach Campaign 2**
 - Name: Nonprofit Outreach Campaign
 - Add Users button
 - No users have been added.

Creating Groups

- Begin by selecting the number of groups needed. Students can also customize the layout.
- Then decide exactly what tools to provide to your students.

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Using Blackboard for Virtual or Place/Project-Based Service Learning

- Collaborate (video conferencing)
- Blogs
- File Sharing
- Discussion Boards
- Task assignments
- Wikis
- Direct Email

* Indicates a required field.

EMAIL INFORMATION

* To

Available to Select	Selected
Calderon, Brittany Estrada, Yoana Melton Robinson, BreAnn Oringer, Brier Waite, Riley	

Invert Selection Select All Invert Selection Select All

From Paul K Fornelli - pformelli@csudh.edu (pformelli@csudh.edu)

Subject

Message

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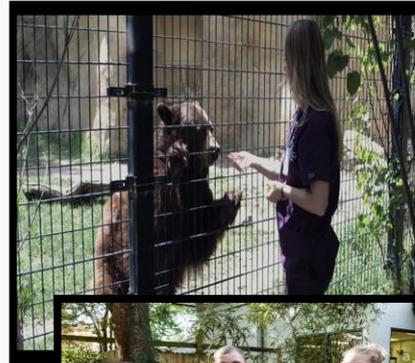
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Viral Media - Project Based Service Learning

Developing In-Class Projects

Projects by Discipline

- In a [science-based project](#), students visit a zoo to learn best habitats for selected animals.
- Teams then collaborate to develop a research-supported habitat plan for presentation to professional zoologists.



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Viral Media - Project Based Service Learning

Developing In-Class Projects

Projects by Discipline

- In blend of [language arts & social studies](#), students explore the:
“Role censorship plays in society?”
- Students select banned book, read it, then compose a persuasive essay on the work and take part in censorship-related mock trial.

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Visual Media - Project Based Service Learning

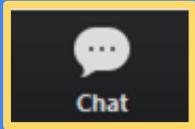
Developing In-Class Projects

Projects by Discipline

Connect with a Cause – For CSUDH

Communication students, we work with local NPOs or small business start ups to create podcasts, press releases, social media filters and PSAs





Your turn: #opportunities

In the chat, please share your experiences!

- #outreach: What are creative ways you have made initial connections with community organizations?
- #projects: What have been the most impactful projects you and your students have completed?

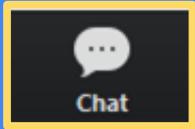
Risk Reduction: Why it Matters

- To reduce risk and liability exposure so that CSU students have safe, healthful and fulfilling educational off-campus learning experiences.
- Prepares students for the workforce
 - Introduces students to the importance of receiving training and enhances understanding for why safety protocols matter
- Teaches students important career-related and “life” skills

Risk Reduction: Why it Matters

- University-Agency Agreements = Protection
 - Existing “active” agreements support virtual placements, no amendments needed
 - Any new projects, however, should undergo a new risk assessment
- CSU campus SL/CE offices are available to assist faculty http://www.calstate.edu/cce/campus-contacts/community_service_directors.shtml
- Frequently Asked Questions
 - SL - http://www.calstate.edu/cce/resource_center/servlearn_risk_faq.shtml
 - General EO 1064 <https://csyou.calstate.edu/Divisions-Orgs/academic-affairs/off-campus-academic-activities/Pages/default.aspx>

Session 2 wrap-up



Your turn: #questions & #intentions

In the chat, please share your #questions and #intentions!

- #questions: What do you want to know after today's session?
- #intentions: What did you see today that you want to try in your course?

Putting Service Learning Online: Series Schedule Reminder

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