Enhancing Remote Learning Through Virtual Service Learning Experiences

Putting Service Learning Online - Session 2 of 3
May 4, 2020
# Putting Service Learning Online: Series Schedule

<table>
<thead>
<tr>
<th>Title</th>
<th>Date &amp; Time</th>
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<tbody>
<tr>
<td>Developing a Remote Learning Course (With Experiential and/or Service Learning in Mind)</td>
<td>April 30, 2020 3 pm Pacific</td>
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<td>Enhancing Remote Learning Through Virtual or Place-/Project-Based Service Learning Experiences</td>
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<td>Incorporating Critical Reflection into Online Service Learning Courses</td>
<td>May 7, 2020 3 pm Pacific</td>
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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

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Your turn: #hello

- Using the hashtag #hello, enter your **name** and **campus/organization** in the Chat window.
What’s your perspective?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td>I have taught service learning courses</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>I have taught online or remote courses (before Spring 2020)</td>
<td>C</td>
<td>D</td>
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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
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

<table>
<thead>
<tr>
<th>Service Learning Task</th>
<th>Digital Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Google groups, Pronto, Slack, Zoom, Skype, WhatsApp</td>
</tr>
<tr>
<td>Community data collection</td>
<td>Google forms, campus survey tools (Qualtrics, SurveyMonkey)</td>
</tr>
<tr>
<td>Collaborative authoring</td>
<td>Google docs, wikis, Dropbox</td>
</tr>
<tr>
<td>Collaborative resource sharing</td>
<td>Google drive, Diigo,</td>
</tr>
<tr>
<td>Media sharing</td>
<td>Instagram, Facebook, FlipGrid</td>
</tr>
<tr>
<td>Presentations</td>
<td>Google slides, VoiceThread</td>
</tr>
</tbody>
</table>
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)
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](https://www.redcross.org/local/california/los-angeles/volunteer/youth-services-program/summer-internship.html)

Schools

- Belevedere - Mrs. Bogan [beatriz.bogan@lausd.net](mailto:beatriz.bogan@lausd.net)

- Los Feliz Charter School for the Arts - [linda@losfelizarts.org](mailto:linda@losfelizarts.org)
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?
E-SERVICE-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)
<table>
<thead>
<tr>
<th>Challenges to implementation</th>
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<tbody>
<tr>
<td>Time commitment from all parties</td>
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<tr>
<td>Digital divide</td>
</tr>
<tr>
<td>Goal incongruence</td>
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<tr>
<td>Appropriate nonprofit selection/nonprofit internal challenges</td>
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<tr>
<td>Student’s ability or buy-in</td>
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<td>Institutional support</td>
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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
  - Crowdsourcing from colleagues and students

- Feedback loops and constant communication

- Student input = increased buy-in
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).
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

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

Creating Groups

Student Groups can be created and assigned using Blackboard.
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.
Using Blackboard for Virtual or Place/ Project-Based Service Learning

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

- Collaborate (video conferencing)
- Blogs
- File Sharing
- Discussion Boards
- Task assignments
- Wikis
- Direct Email
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.
Enhancing Remote Learning - Project-based Service Learning

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.
Enhancing Remote Learning - Project-based Service Learning

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
  ○ 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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