

Developing a Remote Learning Course (With Service Learning in Mind)

Putting Service Learning Online - Session 1 of 3
April 30, 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 1 outcomes

- **Incorporate a community service learning activity** in your course
- Determine how to **make regular connections** between course outcomes and activities, and service learning projects
- **Identify interactive, online strategies** that support experiential learning
- Discuss how to **adapt classroom activities** for online environments
- **Address equity challenges** for remote or online learners



Developing a Remote Learning Course (With Experiential and/or Service Learning in Mind)

Kevin Kelly
San Francisco State



Michael Willard
Cal State LA

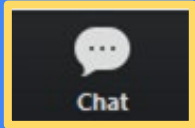


Leticia Márquez-Magaña
San Francisco State



Annie White
CSU Channel Islands





Your turn: #hello

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

To:

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

Kevin Kelly

Ideas for new online teachers

Course

- Provide structure
- Provide clear instructions
- Use Universal Design principles

Teacher

- Communicate
- Be present and available
- Give timely feedback

Students

- Get them ready
- Offer engagement opportunities
- Offer self-assess opportunities

Putting courses online in 2020

This spring, many courses went from in-person to “remote”

- Focus on completion
- Reactive mode: Address equity issues as they arise

In fall, we may need to be hybrid or online

- Focus back on student success
- Proactive mode: Prevent equity challenges when possible

In both cases, it's important to maintain connections between course topics and service learning activities

Course structure & connections example: Needs assessment course

Course Topic

- Needs assessment plans
- Analyze existing data
- Develop instruments
- Collect data
- Analyze data
- Write a report
- Present findings

Service Learning Activity

- Teams write a plan for org
- Teams analyze org's data
- Teams develop instruments
- Teams collect data with org
- Teams analyze community data
- Teams write a report for org
- Teams give a prez to org

Operational definition

In the Distance Education context, Peralta uses the term *equity* to mean:

"freedom from bias, assumptions, or institutional barriers that negatively impact online learners' motivations, opportunities, or accomplishments."

Equity rubric criteria (v 2.0)

1. Technology
2. Student Resources & Support
3. Universal Design for Learning
4. Diversity & Inclusion
5. Images & Representation
6. Human Bias
7. Content Meaning
8. Connection & Belonging



[Get the rubric](http://web.peralta.edu/de/equity) at web.peralta.edu/de/equity

Adaptations for equity

Essays

- No computer? → Google docs
- No computer? → Dragon app
- No device? → Google voice

STEM problems

- No computer? → Phone pics



theguardian.com

No Flour, Eggs or Butter? No Problem! 23 Cake Recipes for When You're Missing an...

On lockdown and feeling the urge to bake, but missing something apparently vital? Then pinch some...



Image: NASA
(Apollo 13,
April 1970)

Case story - Equity strategy to increase meaning

“They [students] take pictures, videos or recordings of their presentation and then write about it. I literally have 35 videos, pictures and/or recordings of families, friends and roommates coming together debating concepts in the film.” - Alicia Caballero-Christenson, Laney College



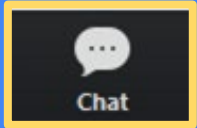
Case Story- Final project for online GE course



Step 1: Write a draft (answer question prompts)

Step 2: Choose a format to submit (all graded with same rubric)

- **Text** – e.g., essay, blog post, wiki page, webpage
- **Presentation** – e.g., PowerPoint, VoiceThread, Prezi
- **Audio or Video** – e.g., podcast, screencast, YouTube video, Google Voice message
- **Multimedia** – e.g., infographic, concept map, Pinterest collage, photo journalism
- **Other** – Be creative, but ask the teacher if you are not sure



Your turn: #equity

In the chat, please share your experiences!

- What equity challenges have you or your students faced?
- How have you addressed equity challenges for remote or online learners?

Michael Willard

Session Outcomes

- **Incorporate a community service learning activity in your course**
 - General models and pedagogical practices
- **Determine how to make regular connections between course outcomes and activities, and service learning projects**
 - Emphasizing the civic

Civic and Community Engagement are Everywhere

Every. Thing. Has. Changed.

Every. Thing. Is. Civic.

Most. Teaching and Learning. That. Professors and Students. Are. Now. Doing.
Is. Civic.

Community Organizing In Place

- Staying Connected
- Staying Informed
- Sharing Information
- Checking on others
- Following your own advice

Source: Moton, Ella. G.of Community Based Organization Partners (2020). The COVID-19 Pandemic in Flint, MI.
<https://www.ccphealth.org/covid-19-equity-session1/>

Relief Now

Recover Slowly and Unevenly

Relief

Goal: resilience to survive and continue within the framework of *response to disaster*

Build social connections

Balcony sings in Italy

NEN: Unity Light in the Night campaign in San Francisco

Bear hunts

Social connections create shared knowledge in the community about:

Who needs accommodations

What resources are available for the community

Who is looking out for the vulnerable (a plan for checking on community members)

Populations who experience the disparities of inequitable systems

Prisoners

Other institutionalized populations: e.g., nursing homes

Undocumented & Non-native english speakers

Sexual minorities

Disabled

Uninsured

Elderly

Poor

Civic Work

- Work in mutual partnership with: begin from cultural capital, community wealth (Yosso, 2005; Fisher, 2016)
- Advocacy for equity in access, protection, resource allocation

Direct and Indirect Service Learning

Direct = Remote in Context of Social Distancing

- Students provide service directly to clients of a community based organization. Students engage in:
 - Tutoring
 - Mentoring
 - Serving food to the homeless
(**coordinating, locating food, for disparate populations**)
 - Assisting the elderly
 - Public Service Awareness campaigns
 - Training in order to become mediators in dispute resolution

Indirect

- Students
 - Serve at an organization but don't interact directly with clients/students/etc.
 - **Support administrative capacity of the organization.**
- Students serve on behalf of an issue/population
- Students channel resources to solve a problem.
 - **Provide administrative assistance**
 - **Develop fundraising programs**
 - **Create marketing plans**
 - Participate in construction projects
 - **Conduct research**

Models of Service Learning

Civic Action

- Active participation in democratic citizenship
 - Advocacy
 - Petitioning
 - Presentation of research to authorities and policy makers

Social Action Research

- Students conduct research on an issue identified by a community organization. The research is designed to address informational needs of the organization and to apply classroom theory/knowledge and enable them to integrate theory in practice
 - Geography students perform research to create area maps
 - **Students conduct needs assessments for local organizations**

Problem Solving Assignments

(perhaps with community partner as needs assessment for a community or the partner organization itself)

Steps in Problem Solving Assignment

1. Identify a problem/need
2. Consider multiple possible solutions
3. Propose/select solution(s) in relation to context, logic, ethics, culture
4. Evaluate solution in relation to history of problem, feasibility, impacts
5. Implement solution
6. Review results/Evaluate Outcomes

Integrating a Problem Solving Assignment into a Class

1. Spread steps across weeks
2. Organize/design each step as a discussion board or a google Doc or both
3. Zoom with community partner at beginning and end of the process (step 1 and step 6)

What knowledge, skills, and values can I make explicit in my SL/CE courses?

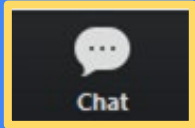
1. Connect disciplinary knowledge to one's own participation in civic life, politics, government. How are disciplinary knowledge and skills civic?
2. Explain experience in civic activities in terms of a clearer sense of civic identity and commitment to public action for the common good.
3. Adapting communication skills to collaborations for civic action: listening, acknowledging other points of view...
4. Works effectively in team/group contexts: explains one's own role and roles of others
5. Ability to work collaboratively in community contexts

Teach and Practice Empathy

Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions	Identifies components of other cultural perspectives but responds in all situations with own worldview	Views the experience of others but does so through own cultural worldview
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Additional Pedagogical Frameworks

- Engage with Disability Justice (Tastrom)
- Use an Equity Lens (Racial Equity Tools)
- Use principles of “Trauma Informed” Pedagogy (Carello and Butler)



Your turn: #activity

In the chat, please share your experiences!

- How have you incorporated a service learning activity in your course?
- How have you addressed equity challenges for remote or online learners?

Leticia Márquez-Magaña

A CSL Story

Leticia Márquez-Magaña, PhD (she/her/ella)
Professor of Biology
Director, Health Equity Research Lab,
and SF BUILD Project

National Mandate - “Crisis”

National Institutes of Health addresses the science of diversity

Hannah A. Valantine^{a,1} and Francis S. Collins^b

^aChief Officer for Scientific Workforce Diversity, US National Institutes of Health, Bethesda, MD 20814; and ^bDirector, US National Institutes of Health, Bethesda, MD 20814

Edited by Inder M. Verma, The Salk Institute for Biological Studies, La Jolla, CA, and approved August 26, 2015 (received for review May 14, 2015)

The US biomedical research workforce does not currently mirror the nation's population demographically, despite numerous attempts to increase diversity. This imbalance is limiting the promise of our biomedical enterprise for building knowledge and improving the nation's health. Beyond ensuring fairness in scientific workforce representation, recruiting and retaining a diverse set of minds and approaches is vital to harnessing the complete intellectual capital of the nation. The complexity inherent in diversifying the research workforce underscores the need for a rigorous scientific approach, consistent with the ways we address the challenges of science discovery and translation to human health. Herein, we identify four cross-cutting diversity challenges: ~~ripe for scientific exploration and opportunity~~ research evidence for diversity's impact on the quality and outputs of science; evidence-based approaches to recruitment and training; individual and institutional barriers to workforce diversity; and a national strategy for eliminating barriers to career transition, with scientifically based approaches for scaling and dissemination. Evidence-based data for each of these challenges should provide an integrated, stepwise approach to programs that enhance diversity rapidly within the biomedical research workforce.

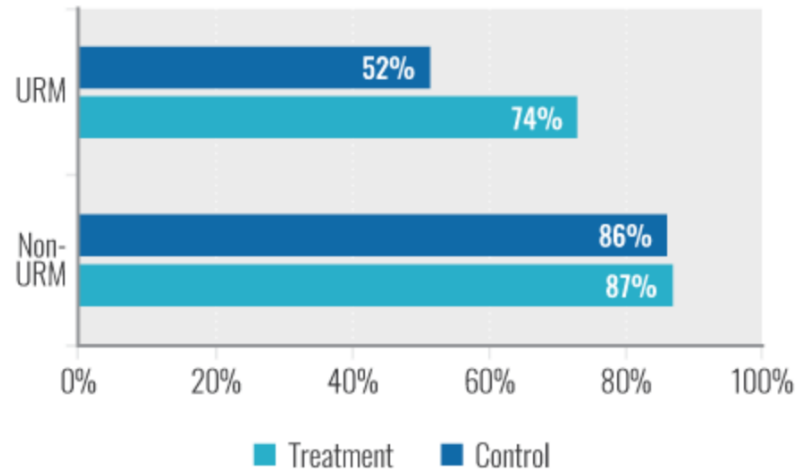
Could CSL improve inclusion in STEM?

Results of CSU Keck Study on Service Learning

Graduation by URM: First-Time Freshmen

Non-URM treatment and control students in the 2011 cohort performed similarly; however, URM* students in service-learning courses had higher 6-year graduation rates than their matched peers in non-service-learning courses, indicating that service-learning coursework may benefit URM students more. (URM: Control N=86, Treatment N=68; Non-URM: Control N=140, Treatment N=115)

6-Year Graduation Rates by URM Status (2011 COHORT)



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How does CSL in STEM impact outputs of science?

Harness Community Cultural Wealth

Transcreation

- Build trust with communities of color for inclusive science
- Through inclusion improve external validity and generalizability of results
- Increase self efficacy and sense of belonging of URM students in STEM



Original CSL Activities

- Freedom Community Clinic (Bay Area)
 - Supports wellness and healing of non-profit folks subject to “burn out.”
 - Provide logistical support at pop up clinics, help with communications, create Instas
- Richmond Community Mural
 - Teens won community grant (SDH & asthma)
 - Create webpage to gain resources (painters, paint, \$)
- SF No One Waits (NOW) HepC Intervention
 - Provide logistical support at two clinic sites
 - Help recruit SF State Nursing Students



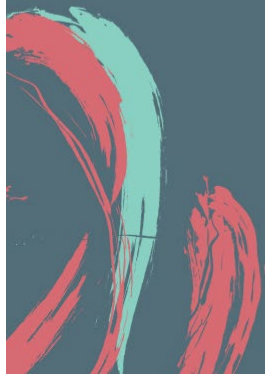
UCSF NOW Study

LOOKING FOR
NURSING STUDENTS

Want to help the community through Hep-C
treatment?

Need volunteers for Hep-C community
treatment

For More Information visit



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Class Leads for each

Instagrams! @freedomcommunityclinic

- Healing Tips
- Debunking Myths about COVID-19
- By 4/19: Send an e-mail to info@freedomcommunityclinic.org with 4 outlined ideas for your Instagram posts in the next month
 - For each idea: Include 5-7 word headline and up to 3 bullet points
 - Bernie will send edits/approve
- Every Sunday evening:
 - Send drafts of image to info@freedomcommunityclinic.org by Sunday PM
- Instas will be posted on @freedomcommunityclinic throughout the week

Bernadette (Bernie) Lim
UCSF Medical Student
Community Organizer
Founder and Director



Si pudieras ayudar a parar el coronavirus, ¿lo harías?

QUÉDATE EN CASA ...

¿Por qué?

La velocidad con que una enfermedad puede propagarse en una población se conoce como R0. Este número estima la cantidad de personas que alguien infectado puede contagiar a otras personas.

R0 se calcula multiplicando:

- el número de días en que uno es infeccioso
- el número de personas vulnerables con las que uno interactúa
- la probabilidad de que la persona vulnerable haya sido infectada

Esto quiere decir que:

mientras menos interacción haya con otras personas, menos probabilidades habrán de contagiar a alguien o ser contagiado.

¿Ahora entiendes por qué es importante quedarse en casa?

Pon de tu parte y ayuda a que los números de contagiados disminuyan

Source | www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-facts-infographic
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6291769/pdf/A3PH.2013.301704a.pdf>

IF YOUR QUARANTINE TECHNOLOGY ALLOWS, TRY.

VIDEO-CHAT CHECK-INS

IF YOU AND A FRIEND HAVE THE SAME SOCIAL MEDIA (FACEBOOK, INSTAGRAM), HAVE GOOGLE HANGOUT, OR HAVE ZOOM- YOU CAN HANGOUT REMOTELY!

FIND A COMMON MODE OF COMMUNICATION (SEE EXAMPLES ABOVE) AND SCHEDULE A TIME WITH YOUR FRIENDS OR LOVED ONES. MAKE YOUR FAVORITE SNACK AND RELAX TOGETHER WHILE MAINTAINING EFFECTIVE SOCIAL DISTANCING.



HERE ARE SOME FREE SERVICES (WITH AN ACCOUNT):
INSTAGRAM, FACEBOOK, GOOGLE HANGOUT, SKYPE,
ZOOM, FACETIME (IPHONE ONLY)

MEDIDAS DE PROTECCIÓN

Coronavirus (COVID-19)



Lávate las manos

frecuentemente por al menos 20 segundos. Usa un desinfectador de manos que tenga al menos 70% de alcohol si no hay agua y jabón al alcance.



Cubre tu boca y nariz

con un papel o tu brazo cuando toses o estornudas. Luego bota el papel en la basura y lávate las manos.



Usa una mascarilla protectora

si tienes síntomas respiratorios o si cuidas a alguien que es parte de la población vulnerable.



Limpia y desinfecta

las superficies y objetos que son tocados por varias personas

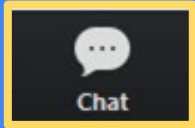


No toques

tus ojos, nariz, o boca sin lavarte las manos.

#detén la propagación

Source | www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/coronavirus-facts-infographic
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6291769/pdf/A3PH.2013.301704a.pdf>



Your turn: #strategies

In the chat, please share your experiences!

- What interactive, online strategies have you and your students used in your course?
- How have you included the organization and/or community being served in those strategies?

Annie White

Teaching Online & Service Learning

- Transition from face to face to online
- Zoom Orientation
- Syllabi
- Connection to SLO

Syllabus

Service Learning: Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. This course includes a service learning component which involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community. Service learning will occur at the **Science Carnival on Saturday, March 7th**, located at **Rio Vista Middle School, 3050 Thames River Drive, Oxnard, CA 93036** for a total of approximately six hours. Students will experience putting theory into practice by supporting relationships between parent, child, families, school, and community through facilitating hands-on activities that support STEM learning. Students will implement best practices that are sensitive and empowering to diverse students and their families when developing and implementing individualized educational services for young children and families. Students will not be given points for the service hours performed. However, students will earn points for learning that happens because of the service learning experience which is demonstrated through student reflection assignments (journal writing, discussions, and learning stories).

Student Learning Outcome

Explain and apply techniques and skills used in individual and group process facilitation, problem solving, decision-making, collaboration, communication and team-building in order to effectively work in partnership with families, professionals, and the community.

Center for Community Engagement & Interdisciplinary Collaboration

- Video recorded CCE Overview
- Video tutorial- CI Serves
- Z major & Open Access
- Building momentum
- Weaving the thread of SL
- Fostering leadership in everyone
- Team leads
- Ako
- Communication
- Collaboration across disciplines

Science Carnival

- Annual event
- 400 volunteers
- 2000 children and families
- Early Childhood Exploration Zone
- Applied theory

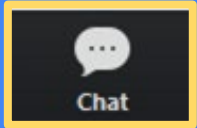


SL Encounter with COVID19



Virtual Service Learning

- **Virtual Volunteering - Good Morning America**
 - Points of Light
 - Crisis Text Line
 - BookShare.org
 - Translators Without Borders
- **United Way of Ventura County**
 - [211 volunteer corps](#)
 - Social Service hotline
- **César Chávez Day**
 - 2014 movie, [César Chávez](#) & documentary, [Dolores](#)
 - Virtual tour of the [César Chávez National Monument](#)
 - Visit the [César Chávez Foundation](#) website
 - Listen to audio farmworker movement at the [Farm Worker Movement Documentation Project](#)
 - Audible: [The Crusades of César Chávez](#) by Miriam Pawel
- **Service Learning Reflection Essay**- Connection to SLO & civic engagement action plan

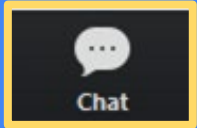


Your turn: #adapt

In the chat, please share your experiences!

- How have you adapted in-person activities for your online (or “emergency remote”) course?
- How did you maintain the connections between course outcomes and service learning projects?

Session 1 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

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