



Hybrid HIPS: Transitioning to Online Service-Learning


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Agenda

- Service-Learning Elements
- e-Service-Learning Taxonomy
- Hybrid SL Projects Ideas
- Reflection in Hybrid SL
- Additional Resources



Students from Freshman College complete service-learning project at Books for Keeps with professor Megan Ward (July 2017).



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What is Academic Service-Learning?



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Academic Service-Learning

Service-learning is a course-based, credit-bearing educational experience in which students:

- participate in an organized service activity that meets identified community needs, and
- reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

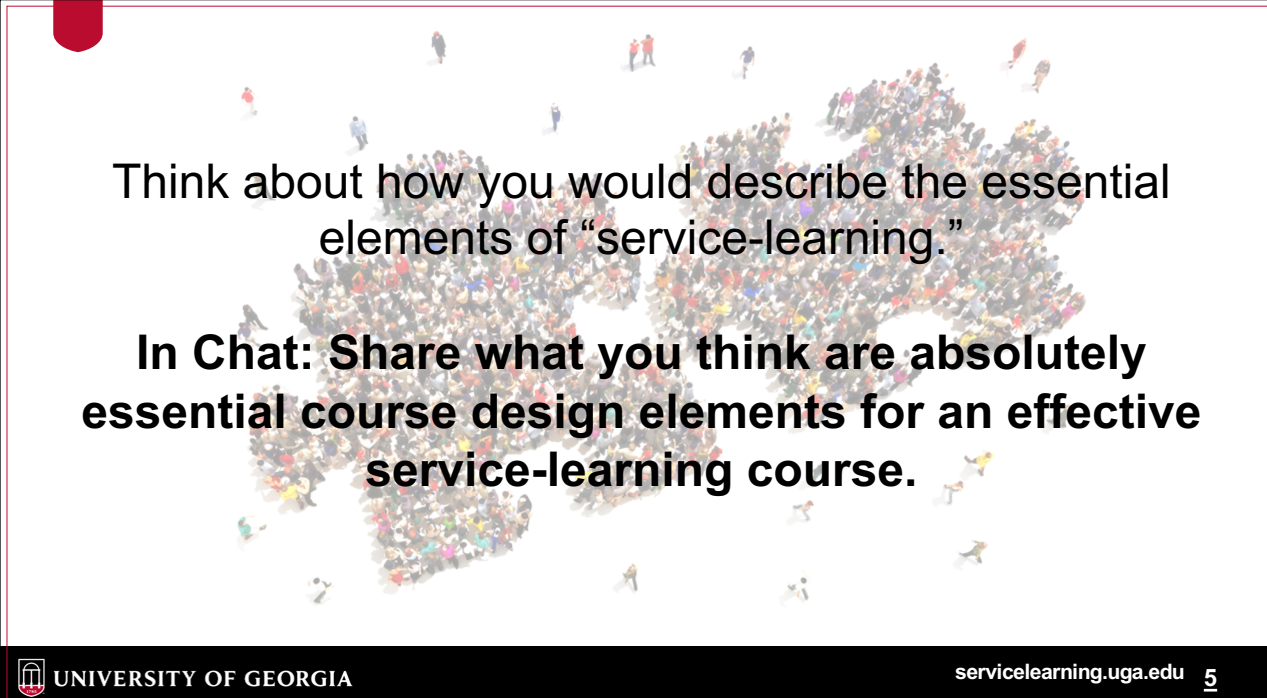
Bringle, R., & Hatcher, J. (1995). A service-learning curriculum for faculty. *Michigan Journal of Community Service Learning*, 2, 112-122.



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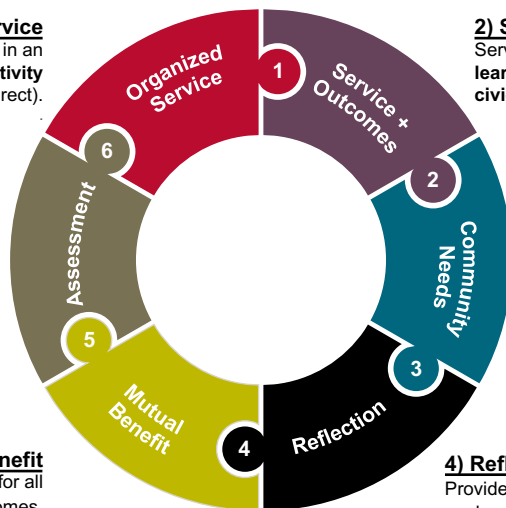
Think about how you would describe the essential elements of “service-learning.”

In Chat: Share what you think are absolutely essential course design elements for an effective service-learning course.

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Some Essential Elements of Service-Learning (slqat.com for more)



1) Organized Service
SL entails student participation in an **organized service activity** (direct or indirect).

2) Service + Learning Outcomes
Service is connected to specific course **learning outcomes** (e.g., personal, civic, academic, etc.).

3) Community Needs
Activity meets real-world **community-identified needs** to further the common good.

4) Reflection
Provides structured time for students to analyze and connect the service experience to learning through **critical reflection**.

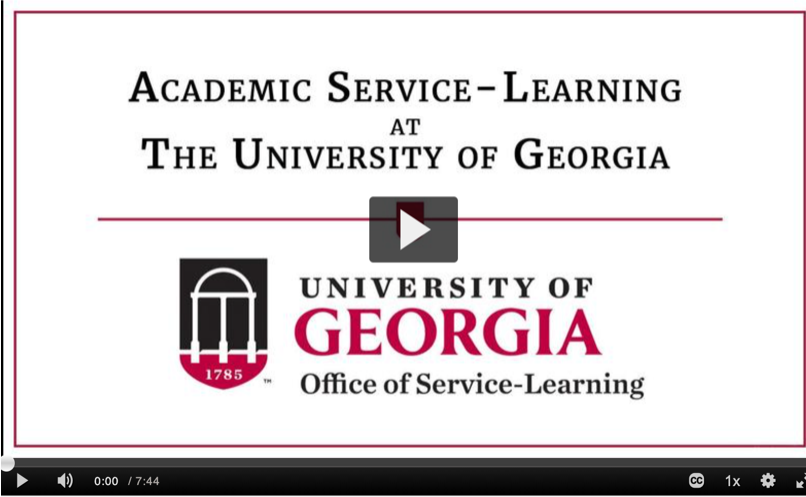
5) Mutual Benefit
Considers **mutual benefit** for all stakeholders, not just student outcomes. Partner needs are also paramount.

6) Assessment
Assessment in a service-learning course is for evidence of the learning not just the completion of service hours.

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RESOURCE: “Introduction to Academic Service-Learning”

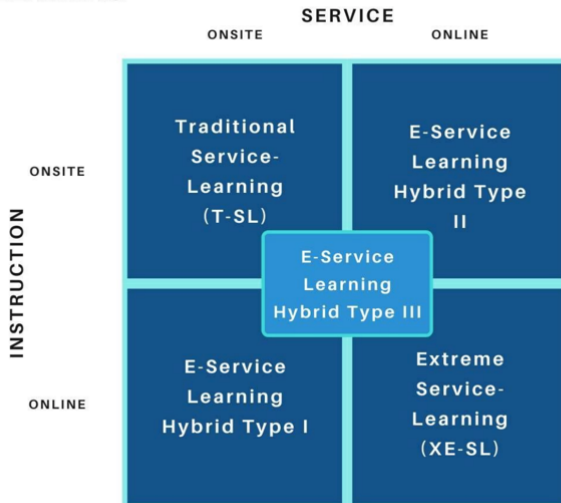


Find it @ <https://t.uga.edu/6na>

Or servicelearning.uga.edu

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TYPES OF E-SERVICE LEARNING



TIP: Service-learning of any kind is impossible without healthy relationships with community partners. Remember to always include them in your planning, particularly for hybrid SL courses. Will their needs be met in an online environment? How will you communicate if there are issues during the service-learning project? What are the expectations for all stakeholders?

Figure Reference:
Waldner, L.S., McGorry, S. Y., & Widener, M. C. (2012). E-service-learning: The evolution of service-learning to engage a growing online student population. *Journal of Higher Education Outreach and Engagement*, 16(2), 123-150. – See jheoe.uga.edu for article download


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I	Hybrid I: Onsite service, online teaching <ul style="list-style-type: none"> Virtual class meetings, video presentations, and a final research paper submitted online. Students connect with their community partner on-site to carry out their SL project, but engage with the course remotely.
II	Hybrid II: Online service, onsite teaching <ul style="list-style-type: none"> Students attend class in-person and participate in in-person presentations, while completing virtual service projects for their community partner. Examples include creating marketing plans and social media packages or conducting necessary research.
III	Hybrid III: Both instruction and service are partially online <ul style="list-style-type: none"> Class is taught both in-person and online in this hybrid model. Students complete their service both virtually and on-site; by offering both components, this model provides the flexibility to support changing student and partner needs. Blends projects with placement-based service.
xeSL	Extreme eSL: Both service and teaching are online <ul style="list-style-type: none"> Incorporates both virtual learning and virtual service projects. Examples include researching and developing best practices for organizations, evaluating organizational models, developing marketing and communication plans, and researching grants.

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Hybrid SL Project Examples

- Conducting background research or gathering best practices or other information requested the partner(s);
- Recording or streaming performances or workshops to benefit community partner(s);
- Creating digital and other social media content, print program materials, or other methods for information-sharing;
- Undertaking assessment, evaluation, or feedback via phone or web-based services;
- Offering (or compiling, researching, or brainstorming) strategies that provide indirect support from volunteers as a result of coronavirus;
- Conducting virtual or phone-based educational supports for youth and adults;
- Investigating grant or funding opportunities for the organization;
- Developing plans or tools for future program assessment.


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Let's talk specifically about Reflection!

- Reflection is one of the most essential elements to successful SL
 - 4 C's: Continuous, Connected, Challenging, and Contextualized

Source: Eyer, J., Giles, D.E. & Schmiede, A. (1996) A practitioner's guide to reflection in service-learning. Nashville: Vanderbilt University.

- Helps students identify and connect what they are learning academically, socially, personally, civically
- Can help with forward-looking ('now what?') considerations as well
- **Some helpful digital tools for reflection: Padlet, Flipgrid**



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Resource: Photo-reflection with padlet.com

- Photo reflection provides opportunity to capture one's thinking through the lens of a camera.
- Dr. Kathy Thompson, EDMG/ETAP 7060S: Photo Reflection 2018
- <https://padlet.com/kathythompson/photoreflexion2018>



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Resource: Padlet in an Extreme e-SL Course

HDFS 3700S: Adolescent Development

*Dr. Melissa Landers-Potts,
Senior Lecturer, Human
Development & Family
Science*

Students in online discussion groups use Padlet to summarize and distill their collective experiences with the online peer mentoring eSL component of the class and highlight links to course content.



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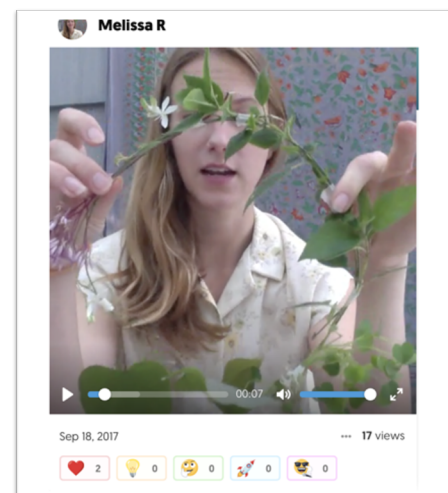
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Resource: Video Reflection with Flipgrid.com

*Dr. Kathy Thompson,
Clinical Professor, Dept. of Educational Theory and Practice*

Students are asked to create a piece of art that responds to one of the following questions. Then, they explain their art via Flipgrid, a video discussion platform.

- Why should I engage my students in service-learning?
- What expectations do I have about engaging in service-learning?
- What are the causes of the issue my service-learning initiative will/might address?
- What am I learning about service-learning?
- What have been my experiences thus far in developing a service-learning initiative?



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Additional Resources

E-SL: UGA COVID-19 Faculty resources: <https://servicelearning.uga.edu/faculty-resources/covid-19-faculty-resources>

E-SL: GivePulse eSL resources - <https://www.givepulse.com/event/195952-Community-Engagement-and-Service-Learning-in-the-COVID-19-Public-Health-Crisis>

E-SL: UGA Office of Service-Learning "Transitioning to Online Service-Learning" Webinar Recording (March 2020) – For more info from faculty featured in this presentation who are doing eSL - https://kaltura.uga.edu/media/t/1_bahrywv7

VIDEO: "Introduction to Service-Learning" video - <https://t.uga.edu/6na>

SL ASSESSMENT: Service-Learning Quality Assessment Tool, developed by University of Georgia and University of Minnesota – <http://slqat.com/> - Features 28 essential elements of SL Course Design

REFLECTION: Ash, S. L., & Clayton, P. H. (2009). *Learning through critical reflection: A tutorial for service-learning students*. Raleigh, NC. Authors. Available at <https://curricularengagement.com/books>

E-SL: Strait, J. & Nordyke, K. (2018). eService-Learning. In K. E. Linder & C. M. Hayes (Eds.), *High impact practices in online education: Research and best practices* (pp. 133-145). Stylus.

E-SL: Becnel, & Moeller, R. A. (2017). Community-embedded learning experiences: Putting the pedagogy of service-learning to work in online courses. *Open Learning: The Journal of Open, Distance and e-Learning*, 32(1), 56-65. DOI: [10.1080/02680513.2016.1265443](https://doi.org/10.1080/02680513.2016.1265443)

E-SL: Waldner, L.S., McGorry, S. Y., & Widener, M. C. (2012). E-service-learning: The evolution of service-learning to engage a growing online student population. *Journal of Higher Education Outreach and Engagement*, 16(2), 123-150. <https://openjournals.libs.uga.edu/theoe/article/view/936/935>

