EXPLORATION OF MODELS

ONLINE LEARNING IN THE SERVICE LANDSCAPE
WHAT IS E-SERVICE LEARNING?

- An instructional approach by which students participate in community-based placements and complete associated coursework online. Collaborative virtual partnerships are created between the coordinating institution, students, and their service learning placement (Strait & Sauer, 2004).
  
  - Some E-Service Learning models are completed in an entirely virtual environment, e.g. students work in teams writing fundraising case statements for community-based organizations.
  
  - Other E-Service Learning models are more traditionally aligned with in-classroom service learning environments in which students are doing hands-on service at a local organization in the community and are enrolled in an online course.
- **Type III**: Class is conducted fully online and the service is conducted on-site.

- **Type II**: Course is conducted on-site and the service is conducted fully online.

- **Type I**: Instruction and service may be both on-site and online.

- **Extreme**: Both the course and the service are conducted fully online.

(E-SERVICE LEARNING TYPOLOGIES (Waldner, McGorry, & Widener, 2012).
The introduction of technology in experientially based curricula allows for the effect of service to extend well beyond the classroom (Guthrie & McCraken, 2010).

Online education brings students together from diverse geographic, cultural, and socioeconomic areas of the country and world.

Collectively, this adds great variety and diversity of service learning experiences that inform social action, ethics, and leadership within the framework of civic engagement.
Effective service learning instructional approaches across various media include:

- Promoting authenticity in teaching—real-world application and reflection through the use of technology
- Fostering collaborative inquiry in communities through digital platforms, uploading video content, etc.
- Integrating and facilitating participatory action through interactive virtual learning environments, collaborative writing tools, asynchronous email, and threaded discussion forums
- Capitalizing on the features of learning management systems, e.g., real-time conferencing

Secondary skills students develop include interacting in meaningful ways in a virtual learning environment, collaborating with others to achieve shared goals, and communicating using various media.

**Effective Service Learning Instructional Approaches Across Various Media Include:**

**Engagement Environment Impacts of Technology in the Civic**
As online course opportunities increase, Waldner, McGorry, and Widener (2012, p. 123) cautioned that service learning “risks being left behind as instructors increasingly transition to teaching online because they view the online medium as a barrier to service learning. Even those professors highly committed to service learning, abandon their service learning efforts when migrating to teaching online because they view the online medium as a barrier to service learning.

- Community partners organizations, incorporate reflection and assessment, etc.
- Maintain communication with community partners organizations, support students in connecting with service opportunities, etc.
- Service learning in a traditional on-campus classroom already requires extra work
- Transition to online learning platforms

**BARRIERS TO E-SERVICE LEARNING**
EVIDENCE OF EFFECTIVENESS

- E-service learning enhances engagement online – online education can sometimes be viewed as disconnected and unengaging, E-SL can remedy that.

- Online learning facilitates, not blocks, service learning – use of discussion forums can stimulate students to think deeper about their experience and engage with one another in more authentic ways.

- E-service learning from geographically constrained, rural areas (Extreme E-SL).

- E-service learning can free service learning from geographical constraints, it broadens the visibility of a campus and its students.

- To remain relevant, service learning must be part of the online landscape.

E-waldner, mcGorrry, & Widener, 2012.)

- E-service learning is an important part of the future of service learning and online service learning can engage populations that otherwise may be unable to participate.
BEST PRACTICES FOR E-CL COURSES

(Waldner, McGorry, & Widener, 2012).

Course Design

- Community partner and student feedback
- Reflection
- Appropriate typology
- Service related to learning objectives

Communication

- Community partner "reveal"
- Use of groups; group space on course management system
- Community partner access to course shell
- Clear expectations in memorandums of understanding

Technology

- Assess community partner and student technical capacity
- Trial runs prior to live sessions
- Bridge synchronous and asynchronous methods
- Training for students, community partner, instructor
- Community partner "reveal"
PSCI 595: INTRO TO NONPROFIT ADMIN

Learning Objectives

‡ Understand the distinguishing features of the nonprofit sector relative to the public and private sectors.
‡ Understand the complexity and diversity of the nonprofit sector.
‡ Understand the unique legal structure of nonprofits and the role of boards in governing them.
‡ Develop skill in writing a business plan for a new nonprofit organization.

SL Assignments

‡ 20 hours of service
‡ Service Learning Reflection Paper
‡ Service Learning Video
‡ Service Learning Agreement
‡ Documentation of service hour completion

Logistics

‡ Flexibility
‡ Partners
‡ Communication with community
‡ Confidentiality
‡ Service site selection

Learning Objectives

• Understand the complexity and diversity of the nonprofit sector.
• Understand the legal and structural aspects of nonprofits.
• Understand the role of boards in governing nonprofits.
• Develop skill in writing a business plan for a new nonprofit organization.
The Service Learning aspect of this course not only allowed me to explore my own sense of humility, identity, and community, it furthermore reignited my interest in volunteer work that I regretfully admit stagnated after I was admitted to law school. I certainly plan on integrating the principles I’ve developed in this course, whether in lectures, on the discussion board, or during my service learning, into my personal and professional aspirations.
STUDENT TESTIMONIALS

To put it bluntly, this class stands as a great counterpoint to so many of my criticisms of college. Often times I feel what I am learning has no applicability in the real world and there is no great drive for my studies other than degree fulfillment. This class stands apart in that regard; as I have learned many practical life skills. The context in which I take this class is important, because I’ve never gone to school Great joy to do volunteer work in the nonprofit industry, and I look forward to doing it. Even though I am no longer required to volunteer was difficult when I couldn’t predict my schedule week to week, but trying on me, and this class provided a great challenge in this regard. Finding time while also working full time at a new job. The demands of this semester have been tremendous. What I take this class is important, because it’s never gone to school.

To put it bluntly, this class stands as a great counterpoint to so many of my...
I am writing to confirm that Jane Doe completed her volunteer hours with Quality Life Concepts. Her services were utilized in a variety of ways. She assisted with our Positive Parenting Practices, helping to increase the availability of our service to young people and families in our community. She also assisted a teenage girl with a developmental disability, developing her social communication skills. Finally, she was instrumental in helping us create a business plan for our after-school opportunity program. I am grateful to have the opportunity to collaborate with Jane’s expertise in her field. It was a pleasure to work with her. I am pleased with the commitment of her time. It was a valuable experience moving us towards achieving this dream. I am hopeful that our agency can continue to collaborate with expertise with Quality Life Concepts. I am grateful for the opportunity to have students of Jane’s caliber sharing their knowledge and experience in our program. I am writing to confirm that Jane Doe completed her volunteer hours with Quality Life Concepts. Her services were utilized in a variety of ways. She assisted with our Positive Parenting Practices, helping to increase the availability of our service to young people and families in our community. She also assisted a teenage girl with a developmental disability, developing her social communication skills. Finally, she was instrumental in helping us create a business plan for our after-school opportunity program. I am grateful to have the opportunity to collaborate with Jane’s expertise in her field. It was a pleasure to work with her. I am pleased with the commitment of her time. It was a valuable experience moving us towards achieving this dream. I am hopeful that our agency can continue to collaborate with expertise with Quality Life Concepts. I am grateful for the opportunity to have students of Jane’s caliber sharing their knowledge and experience in our program. I am writing to confirm that Jane Doe completed her volunteer hours with Quality Life Concepts. Her services were utilized in a variety of ways. She assisted with our Positive Parenting Practices, helping to increase the availability of our service to young people and families in our community. She also assisted a teenage girl with a developmental disability, developing her social communication skills. Finally, she was instrumental in helping us create a business plan for our after-school opportunity program. I am grateful to have the opportunity to collaborate with Jane’s expertise in her field. It was a pleasure to work with her. I am pleased with the commitment of her time. It was a valuable experience moving us towards achieving this dream. I am hopeful that our agency can continue to collaborate with expertise with Quality Life Concepts. I am grateful for the opportunity to have students of Jane’s caliber sharing their knowledge and experience in our program.
IDEAS ABOUT THE FUTURE

Things I will do differently in my class:

• More communication with community partners and thorough evaluation.

Create discussion groups based on service areas, e.g., animals, environment,

More communication with community partners – more thorough evaluation.

Faculty Development Opportunities:

• Online Learning Consortium (formerly the Sloan Consortium): Individuals, institutions and organizations committed to quality online education. Faculty, faculty.

• Institution-level training and/or certificates for online teaching.

• Can earn Online Teaching Certificates.

Youth, etc.

Institution-level training and/or certificates.
NEXT STEPS...

What ideas do you have about E-service learning?

What information and/or skills do you need to do E-service learning?

What seems really challenging about doing E-service learning?

What resources would be helpful?

How will you get started?

Others?
REFERENCES


Learning to engage a growing online student population. Journal of Online Education, 16(2), 123-150.


