Service-Learning in Online Courses: Practical Considerations and Strategies

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Webinar Agenda

Context -> Experience

Course Design -> Challenges

Opportunities
A LITTLE CONTEXT
passive

active
passive

active
passive

active

I was worried about being apathetic, but now I just don't care.

Because democracy is not a spectator sport.
Then vs Now

Analog ⇒ Digital

Tethered ⇒ Mobile

Isolated ⇒ Connected

Generic ⇒ Personal

Consumption ⇒ Creating

Closed ⇒ Open
### Then vs Now
- Analog $\Rightarrow$ Digital
- Tethered $\Rightarrow$ Mobile
- Isolated $\Rightarrow$ Connected
- Generic $\Rightarrow$ Personal
- Consumption $\Rightarrow$ Creating
- Closed $\Rightarrow$ Open

### Education vs Everyday
- Analog $\Rightarrow$ Digital
- Tethered $\Rightarrow$ Mobile
- Isolated $\Rightarrow$ Connected
- Generic $\Rightarrow$ Personal
- Consumption $\Rightarrow$ Creating
- Closed $\Rightarrow$ Open
Characteristics of E-learning

Analog or Digital
Tethered or Mobile
Isolated or Connected
Generic or Personal
Consuming or Creating
Closed or Open
CREATE, SHARE, LEARN

If I tell my Facebook friends about your brand, it’s not because I like your brand, but rather because I like my friends.

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Over 6.1 million students were taking at least one online course during the fall 2010 term, an increase of 560,000 students over the previous year.

The 10% growth rate for online enrollments far exceeds the 1% growth in the overall higher education student population.

31% of higher education students now take at least one course online.

65% of higher education institutions now say that online learning is a critical part of their long-term strategy.

“Going the Distance: Online Education in the United States, 2011” I. Elaine Allen and Jeff Seaman, Babson Survey Research Group, Babson College, November 2011
“The answer does not lie in the rejection of the machine but in the humanization of man.”
- Paulo Freire
"Online Learning: By the Numbers"
http://chronicle.com/article/on-line-learning-enrollment/125202

"Faculty Views About Online Learning"
http://chronicle.com/article/faculty-viws-about-online/125200
## What is Online Learning?

<table>
<thead>
<tr>
<th>Proportion of Content Delivered Online</th>
<th>Type of Course</th>
<th>Typical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Course with no online technology used — content is delivered in writing or orally.</td>
</tr>
<tr>
<td>1 to 29%</td>
<td>Web Facilitated</td>
<td>Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.</td>
</tr>
<tr>
<td>30 to 79%</td>
<td>Blended/Hybrid</td>
<td>Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.</td>
</tr>
<tr>
<td>80+%</td>
<td>Online</td>
<td>A course where most or all of the content is delivered online. Typically have no face-to-face meetings.</td>
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</tbody>
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“Going the Distance: Online Education in the United States, 2011”
I. Elaine Allen and Jeff Seaman, Babson Survey Research Group, Babson College, November 2011
A blend of technology-assisted and traditional class instruction works better than either one alone.

WHAT ABOUT SERVICE-LEARNING?
Am I already an effective online teacher?

“Stop and Think”

“You have 736 new messages!”

cartoon: http://personalesltrainer.com
“The coin of the realm is faculty time.”

- Steve Carson, MIT OpenCourseWare
Paralanguage: The (in)famous emoticons (smile faces) :-) 

Emotion: Affectively charged adjectives like “love,” “hate,” “sad,” and “silly” 

Vocatives: Addressing students by name, (e.g., “I agree, Mary”) 

Group reference: Heavy use of “we,” “us,” “our,” etc. 

Approval: The (in)famous “amen” posts 

Invitation: Anything that invites a response, e.g., “Any suggestions?” 

What does a high quality online course look like?

This site is designed to answer the question being asked: What does a high quality online course look like? It is our hope that instructors and instructional designers will use this site to learn more about the Rubric for Online Instruction, and be able to view examples of exemplary courses that instructors have done in implementing the different components of the rubric.

<table>
<thead>
<tr>
<th>Learner Support &amp; Resource</th>
<th>Online Organization &amp; Design</th>
<th>Instructional Design &amp; Delivery</th>
<th>Assessment &amp; Evaluation of Student Learning</th>
<th>Faculty Use of Student Feedback</th>
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<tr>
<td>Course contains extensive information about being an online learner and links to campus resources. It also provides a variety of course-specific resources, contact information.</td>
<td>Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course. The syllabus identifies.</td>
<td>Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. Goals are clearly defined and aligned.</td>
<td>Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. Learning objectives, instruct.</td>
<td>Instructor offers multiple opportunities for students to give feedback on course content. Instructor offers multiple opportunities for students to give feedback on.</td>
</tr>
<tr>
<td><img src="https://creativecommons.org/licenses/by/3.0/us/" alt="Creative Commons Attribution 3.0 United States License" /> Rubric for Online Instruction by <a href="http://www.csuchico.edu">California State University, Chico</a> is licensed under a <a href="http://creativecommons.org/licenses/by/3.0/us/">Creative Commons Attribution 3.0 United States License</a>.</td>
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Meaningful Service
Link to Curriculum
Reflection
Diversity
Partnerships
Assessment
Distinctions Among Approaches to Service & Experiential Learning

Furco, 1996
Focus on experiential learning through programs like internships and capstones

Collaborative, multiple experiences with same community partner, interdisciplinary

Lots of projects, little reflection – more like community service

Maybe deeper commitment (more hrs.?) Maybe co-curricular, but not necessarily a deeper learning context

Nadinne Cruz
7 Principles for Good Practice in Undergraduate Education

1. encourages contact between students and faculty,
2. develops reciprocity and cooperation among students,
3. encourages active learning,
4. gives prompt feedback,
5. emphasizes time on task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning.

What aspects of online learning and of service-learning address these principles?
Time & Space
Unknown Community Partners
Potential Sense of Having Less Control
Learning is being redefined for you. Do you also need to expand your own notion of what service is?
If your experience is primarily with direct service . . .

. . . you may want to consider indirect service models or advocacy, focused on community-based research or the development of deliverable products.
Reflection
Collaborative Projects
Creating Learning Objects
International Service-Learning
Learning from/with students from everywhere

Serve rural/remote communities & communities without colleges
Partner with a small town or towns for a common frame of reference

Partner with a national or international organizations on coordinated or long-term projects (Red Cross, United Way, . . .)

Community Based Research
No more fictional case studies - Try starting here to orient students to community-focused learning
COURSE DESIGN
DO....
Understand PRINCIPALS to lay a solid foundation for a solid structure to be built on.

DON’T.....
Think in a one-size fits all pre-packaged pedagogical manufacturing plant framework.
Community of Inquiry
Garrison, Anderson, and Archer, 2000

SOCIAL PRESENCE

Setting Climate

EDUCATIONAL EXPERIENCE

Supporting Discourse

TEACHING PRESENCE (Structure/Process)

SELECTING CONTENT

COGNITIVE PRESENCE
Outcomes and Competencies

- Project Outcome
  - Civic Involvement
  - Service Experience

- Course Design
  - Competencies
  - Course Objectives
  - Program Outcomes
Reflection

Prior

Following

During

How is reflection accomplished?

Online Forums

Discussion Board

ePortfolios

Social Media

Blogging

Essays

LinkedIn

Journals
Student \[\rightarrow\] Professor

OR

Student \[\rightarrow\] Professor

Public
Where is the “teaching presence” Piece of the puzzle?
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Minnesota Campus Compact  
www.mncampuscompact.org

Campus in Community Blog  
http://mncompact.wordpress.com

Center for Digital Civic Engagement  
http://cdce.wordpress.com

Twitter  
@mncompact

Facebook  
www.facebook.com/mncampuscompact

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