**Virtual Service Learning Part II**

**May 22, 2020**

**Introductions**

**Quick Recap from Part I**

**General Issues**

* Community Partner Survey
* Ideas for *virtual* direct service
* Ideas for *virtual* capacity-building service
* Likelihood of need for additional training on technology for students and/or CPs
* Potential limits on capacity for CPs, reduced ability to co-supervise with us. Perhaps have students operate more in groups rather than requiring one-on-one supervision.

**Concerns discussed in Session I**

* Technology Access
* Meeting Hours Requirements
* First time Doing SL
* In-person SL. We don’t know if this direct contact will be possible in the fall.

**Issues for Discussion in Session II**

* **Working in the field** – managing students’ expectations when experiences in the field are “different” from expectations
* **Getting buy-in from students**
* **How to manage student responses to virtual scenario**
* **More ideas for virtual service learning?**

**Discussion Notes**

* **Working in the field – managing students’ expectations when experiences in the field are “different” from expectations**
* Site may not be able to accept students, either in-person or virtually. What are our back-up plans? Case studies or videos for reflection that might mirror what would take place in the field.
* Mix of activities with varying levels of authenticity: face-to-face (most authentic, but not appropriate at this time), remote but direct, role play, case studies, videos.
* Orientation for students needs to address their expectations with an emphasis on the importance of recognizing the fluidity inherent in our current situation. Prepare students for the unknown.
* **Getting Buy-In From Students**
* Remembering to put guidelines and expectations in the welcome letter, syllabus, Canvas. This may be the reality for a year or two or longer. Students may be working online, working from home. This virtual service learning could actually be a more realistic experience than if they were on site in person. This is the future, at least at this point.
* Employers find these skills extraordinarily helpful. We are trumping up those skills rather than apologizing for them. Being flexible, working within fluid boundaries, having to change plans on a moment’s notice.
* This could turn out to be easier for students to manage. You don’t have to get to the site. No issues with time in traffic, gas money, etc.
* We need clear roles as to what students are expected to do. Communicate with our partners as to what students will be doing. Have this in writing for students at the beginning of the semester. Importance of being in close contact, communication with students, whether synchronous or asynchronous. Also close contact with the partners. Service-learning projects: have in writing what this will look like. Attention to what is doable. Will partners be able to accommodate this?
* **How to Manage Student Responses to Virtual Scenario (emotional and cognitive)**
* When the instructor remains calm the students pick up on this. We can’t control the pandemic (or fires, or other disasters) but we can manage how we react. We can remain calm.
* Discussion forum for checking in on students. Discussion Prompts: What challenges are you facing personally? Helpful to instructor in terms of being aware of issues and circumstances faced by students. Instructor needs to be flexible and make modifications, such as changes to due dates, and assignment expectations. What technological needs do students have? What kinds of assignments will you be requiring?
* Sometimes students need to “say it” in order to “get past it.”
* Sometimes the simplest solution is the best.
* Working with community partners to managing expectations. Helping the partners have realistic expectations, whether with regard to the students’ availability, or how much time a project might take.
* Processing with community partners what things may look like if we are virtual only.
* **Additional Ideas for Virtual Service Learning**
* Possibility of having students participate in the trainings that the CP staff may also be participating in.
* Engaging students with case studies and videos.
* Interviewing other professionals in the field, those who have experiences the students can learn from.
* Ask what others are doing. Other campuses. Other colleagues.
* Chancellor’s Office webinars. Equity issues. Expanding views on what technologies can and should be used: Cloud, phones, voice recordings, alternative technologies. Submission of assignments might come in different forms: pod cast, voice recordings.
* Creating a virtual SL class. Imbedding best practices (including Risk Management). Reflection – incorporating critical reflection.
* Posting resources that faculty have pulled together
* Develop a Canvas with best practices for SL. Balancing work and life. Articles, case studies, we can share with our students. Upload here.