Online Experiential Learning: Coordinating Community Placements in an Online Class

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AGENDA

BASICS: COMMUNITY-BASED EL ONLINE
PROJECT IDEAS
ENSURING QUALITY PLACEMENTS
HELPFUL TOOLS
How do we enable hands-on learning in online classes?

How do we adapt innovative pedagogies like SL and EL to online environment?
COMMUNITY-BASED LEARNING

Basic definition:
Analyzing and solving problems in the community
Good preparation for citizenship, work, and life
21st Century Skills

Learning and Innovation:
- Creativity
- Critical thinking and problem solving,
- Communications and collaboration and technology

Information, media, and technology skills
- Apply technology, create media, assess information

Life and career skills
- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility
# Ideas for Community-Based Experiential Learning

<table>
<thead>
<tr>
<th>DIRECT</th>
<th>INDIRECT</th>
<th>RESEARCH</th>
<th>ADVOCACY</th>
</tr>
</thead>
</table>
| Directly impacting others  
e.g. Tutoring  
Conducting lessons  
Presentations  
General assistance | Focusing on broad issues of significance that affect many  
Compiling history  
Restoring or constructing structures  
Preserving environment | Gathers and presents information on areas of interest or need  
Environmental studies (water testing)  
Mapping  
Monitoring flora/fauna  
Conducting surveys, studies, evaluations, experiments, interviews,  
Analyzing and compiling publicly available data | Educating others about topics of public interest  
Planning and putting on public forums  
Conducting public information campaigns  
Creating disaster or crisis preparation or response plans |
(E)XTREME EXPERIENTIAL LEARNING

Online Instruction, Online Experiential Learning

Often client-based courses where students create a tangible and well-defined product.

Relies on virtual communication with partner.

Examples:

• Updating technical writing or guides (e.g. HR manual)
• Designing web awareness campaign around any issue (e.g. gerontology class does PR on senior fall prevention)
• Developing peer mentoring strategy for rural teachers (education students)
• Creating a zero-based budget for local county health department (finance students)
• Conducting best practices research for local government (e.g. addressing health disparities, or youth violence)
TYPE 1:

ONLINE INSTRUCTION, IN-PERSON EXPERIENTIAL LEARNING

Examples
• Recording digital oral history projects for online or local repositories
• Working with local schools or associations
• Developing recommendations for local agencies
<table>
<thead>
<tr>
<th>Option</th>
<th>Social Justice Issue</th>
<th>Community-Based Need</th>
<th>Community Partner</th>
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<tbody>
<tr>
<td>1</td>
<td>Youth homelessness</td>
<td>Provide activities for homeless youth and teens</td>
<td>Rare Breed in Springfield, Missouri, or a homeless shelter in your community</td>
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<tr>
<td>2</td>
<td>Poverty, scarce resources</td>
<td>Provide housing for those with limited financial resources</td>
<td>Habitat for Humanity build</td>
</tr>
<tr>
<td>3</td>
<td>Drugs and crime</td>
<td>Provide after-school opportunities for children in low-income areas</td>
<td>Robberson Community School program in Springfield, Missouri, or an elementary or middle school in the community where you reside</td>
</tr>
<tr>
<td>4</td>
<td>Disaster relief</td>
<td>Rebuild Joplin (Fall break project ONLY)</td>
<td>Catholic Charities of Southern Missouri</td>
</tr>
<tr>
<td>5</td>
<td>Reading literacy</td>
<td>Provide after-school reading opportunities for children who struggle with reading</td>
<td>Boys and Girls Club (various locations throughout Missouri and in other states)</td>
</tr>
<tr>
<td>6</td>
<td>Bullying</td>
<td>Programs to prevent bullying in schools</td>
<td>LA Human Rights Commission; indirect service-learning opportunity for program development, research, etc.</td>
</tr>
<tr>
<td>7</td>
<td>Scarce resources</td>
<td>Develop education programs for middle school and high school students to promote appropriate use of resources within our communities</td>
<td>USDA; community schools; Boys and Girls Clubs, etc.</td>
</tr>
<tr>
<td>8</td>
<td>Hunger in developing countries</td>
<td>Box food to be shipped to developing countries (November activity)</td>
<td>Friends Against Hunger, Springfield, Missouri; Food Bank programs in your local community</td>
</tr>
<tr>
<td>9</td>
<td>Preserving history and heritage</td>
<td>Oral history project</td>
<td>Various long-term care facilities, nursing homes, assisted living facilities</td>
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</tbody>
</table>
**TYPE II:**

**On-Site Instruction, Online Experiential Learning**

Typically occurs in computer-related disciplines, such as web design, information technology

Examples:

- Developing online communities
- Creating highly usable websites
- Building a database
- Conducting an awareness campaign
TYPE 3:

**BLENDED:**

**ONLINE/IN-PERSON INSTRUCTION, ONLINE/IN-PERSON EXPERIENTIAL LEARNING**

Examples

Develop products online first, then further implement products on-site

Instruction and experiential activities start on-site, then refining of products and instruction occur online

Experiential activities start over phone/net, then travel to site

Some face-to-face instruction, mostly online instruction and then students do activity on site in their own communities
**STEPS TO DEVELOP AN ONLINE EXPERIENTIAL LEARNING CLASS**

**STEP 1**
Decide how you will deliver the course

**STEP 2**
Examine course goals and objectives

**STEP 3**
Identify potential placements or procedure for students to find their own

**STEP 4**
Determine how much time students will spend doing EL

**STEP 5**
Define the activity expectations and requirements for the students

**STEP 6**
Evaluate course management tools available for reflection and other activities

**STEP 7**
Set expectations for orientation, confidentiality, conduct, and risk management

**STEP 8**
Decide how to assess student learning, partnership, and impact.
ENSURING QUALITY PLACEMENTS

- Establish a clear process for vetting community placements and/or activities (clear criteria)
- Manage community placement expectations (e.g. letter of introduction)
- Develop clear communication procedures in the course and between the students, the instructor, and the community placement (MOUs)
- Stay in touch with community placement regarding student progress (midterm check in, final check in)
USEFUL TOOLS - COLLABORATION

StoryboardThat
Develop plot diagrams, graphic novels, character maps, timelines, customized worksheets, and more

MindMup: Mind mapping tool to create, share and publish mind maps

hypothes.is
Annotate the web, with anyone, anywhere.

Each grid acts like a message board where teachers pose questions called "topics," and their students can post video responses

Google Drive: Collectively work on documents, spreadsheets, presentations, save files

Creation of online bulletin boards to display information for any topic
USEFUL TOOLS - DISSEMINATION

Publish a topic page with curated content in minutes.

Record audio. Add titles, descriptions, images, and geo-locate your recording, then upload to social media.

Cloud-based animation software to create animated presentations and animated explainer videos.

Make infographics, presentations and sharing information

Record, edit and share videos

Record meaningful conversations and archive at Library of Congress

Create, distribute and host podcasts for free
QUESTIONS?