



**XAVIER UNIVERSITY**  
EIGEL CENTER FOR  
COMMUNITY-ENGAGED  
LEARNING



# **Strategies for Implementing Community Engaged Learning During a time of COVID-19**

Wednesday July 8, 2:00-3:00pm



# Outcomes

Faculty who participate in this program will be able to integrate remote community engaged learning strategies into their courses, as well as explore flexible options that may engage students with off-campus communities safely and effectively.

Staying connected to our communities in virtual and remote ways during these difficult times is a way to continue to animate Xavier's mission, while insuring high impact learning experiences for students, and growing faculty expertise with immersive and service learning pedagogy.



# Remote Engagement

This fall we are primarily recommending integration of community engaged learning pedagogy through **assignments** that leverage intentional **online engagement, virtual opportunities**, and strategic reflection that fulfill **civic learning outcomes**.



# Moving CEL Online

Many faculty are exploring how online teaching pedagogy can help students feel connected and engaged to content in online courses.

Online technologies in community-engaged and experiential curricula is a developing, but well-supported pedagogy that can *enhance course outcomes and expand the effect of engagement* well beyond the classroom (Guthrie & McCracken, 2010).

Online engagement has the *power to bring students and ideas together from diverse geographic, cultural, social, and economic areas.*



# Our Plan

- Share some best practices on implementing Community Engaged Learning pedagogy virtually.
- Explore appropriate community partners for your course.
- Discuss assignments, projects, assessment in a virtual world.
- Promote collaborative, ongoing communication with community partners.



# Service Learning (SERL) Outcomes

Clear Community-Engaged Course Objectives

Academically Relevant  
Community Engagement

Critical  
Reflection

Mutually  
Beneficial

Partnership

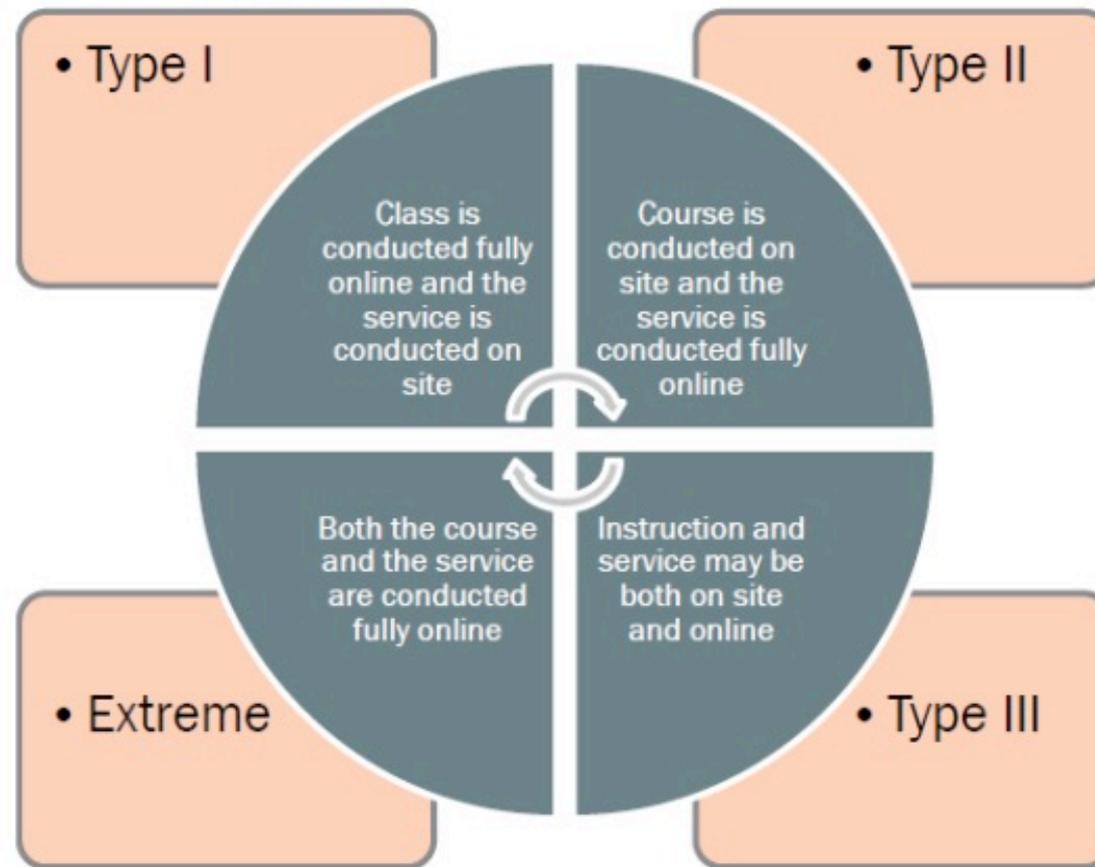
Assessment



# What Does E Service Learning Look Like?

## E-SERVICE LEARNING TYPOLOGIES

(Waldner, McGorry, & Widener, 2012).





# What Does E Service Learning Look Like?

## E Service Learning

Existing Partnerships move online.

Placements completed in virtual environment.

## Indirect Service Learning

Take place remotely.

Involve delivery of tangible work product (project, capstone, research).



# What Service Does Your Partner Need?

Communicate with  
your community  
partner.



Find out how the  
crisis is affecting  
services they  
provide.



Consider shifting to  
areas where they  
need support.





# Remote & Virtual Volunteering Opportunities

## **INTERCOMMUNITY JUSTICE AND PEACE CENTER**

*Immersive & Service Learning Partner*

Category: human rights, social justice

Contact: Volunteer Coordinator

215 East 14th Street, OH 45202

513-579-8547

[www.ijpccincinnati.org](http://www.ijpccincinnati.org)

[info@IJPCCincinnati.org](mailto:info@IJPCCincinnati.org)

Approx. Distance from Xavier: 4.00 miles

**Description:** IJPC works to end the death penalty in Ohio, provides education about human trafficking, advocates for immigrants rights, and works toward peace and nonviolence. Though we primarily focus on these four core issues, IJPC will continue to partner with others in support of a variety of social justice issues. Additional issues of focus include: Economic Justice, Environmental Justice, Homelessness, Human Rights, LGBTQ Rights, Racial Justice, Violence Prevention, and Women's Concerns.

**Opportunities:** Each of our programs have volunteer committees that meet on a regular basis to learn about core issues and strategize responses. It is through these committees that additional volunteer projects, events, and focuses develop from.



# Assignments That Prepare for Remote Engagement

## **Leverage recorded knowledge of community partners**

Examples: websites, social media posts, television interviews, community council minutes, newspaper, historical accounts, monitor community messaging

## **Utilize community resources**

Examples: websites, nonprofit annual reports, community development plans

## **Use live Zoom and recorded interviews of community partners**

Examples: virtual oral histories, review short films & documentaries, [Cincinnati Memory Project](#).



# Assignments That “Engage” Indirectly

Develop surveys for nonprofit clients –  
assess impact and needs



Business, Communications,  
Strategic Planning for Nonprofits &  
Small Businesses



Develop enrichment programming

Explore online state and federal resources  
and grants that examine community issues  
in your course – provide to partner



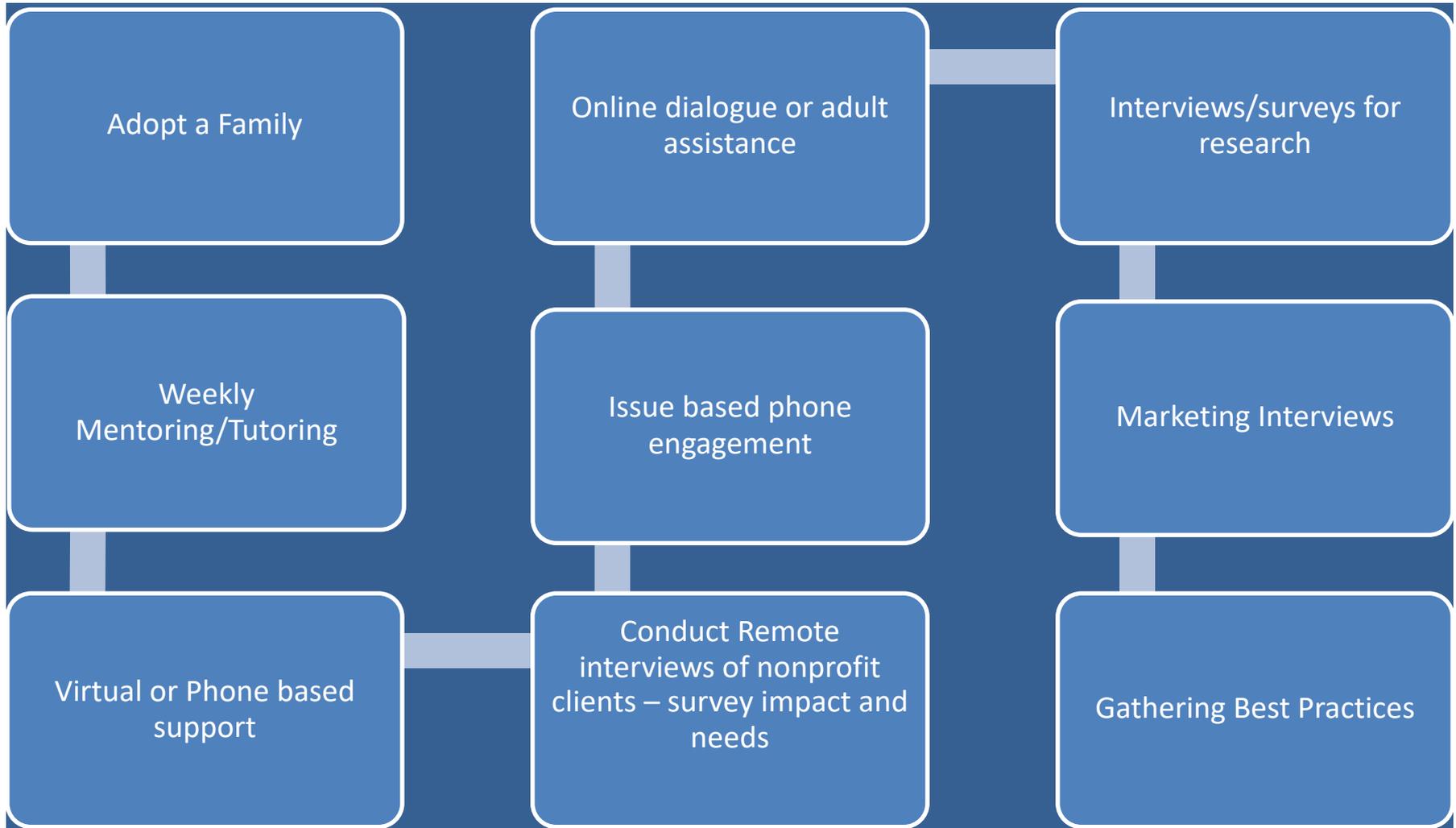
Course Driven Content Production



Create ‘How to’ videos for students,  
seniors, families



# Assignments That “Engage” Remotely





# Immersive Learning (ILE)

Development of Intercultural Competence:  
Engagement, Discernment, Reflection

Awareness of other perspectives  
and worldviews

Contextualized  
Learning

Integration and  
Interaction within  
a different culture

Identify Personal  
and Societal  
Responsibilities

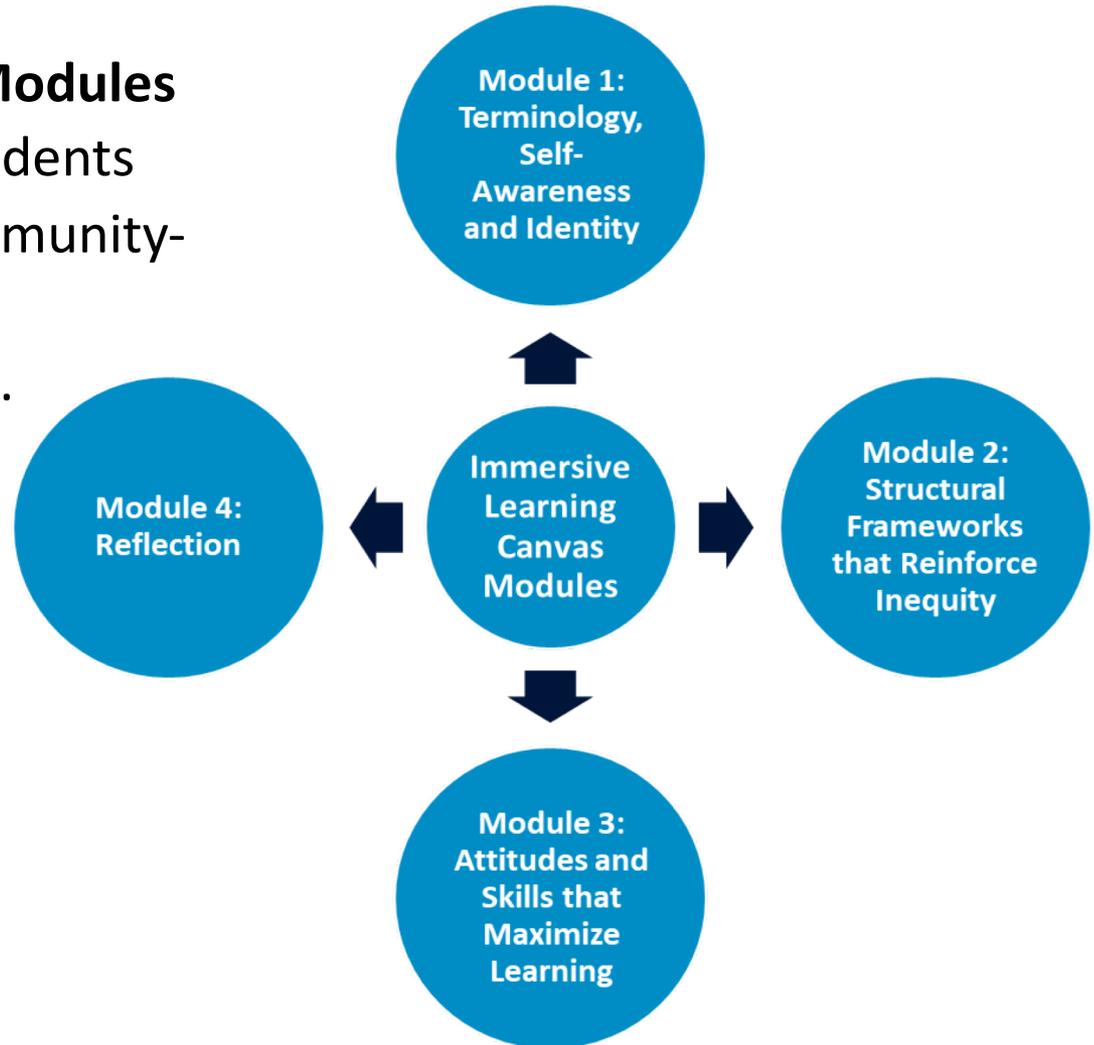
Analyze Systemic  
Challenges and  
Causes of  
Injustices



# Immersive Learning Preparation and Reflection

**Immersive Learning Canvas Modules** are a great way to prepare students for virtual immersive and community-based experiences, but also continue conversations online.

**A faculty guide** is available.





# Immersive Learning Remote Activities (International)

## Recorded talks by diverse voices

Virtual live walks in communities led by partners

Attend meetings or cultural events live.

Serve as English Language Cultural Liaison during English classes at Jesuit University abroad.

Invite Community Partner to facilitate remote teaching session.

Virtual testimonials



# What is COIL?



## Collaborative Online International Learning

“A model for fostering cross-cultural student competence through the development of multi-cultural learning environment that links university or college classes in different countries.”





# COIL Courses Can Promote GSL

Collaborate  
with  
International  
Partner

Connect with  
Non-Profit  
Locally or  
Abroad

Students  
Interact in  
COIL course to  
Complete  
Indirect SL  
Project



# Benefits of COIL

Digital Literacy

Cross Cultural  
Collaborations

Interdisciplinary

Experiential  
Learning

Interdisciplinary



# Characteristics of a COIL Course

Multiple Course Delivery Models

Flexible Length of Time

Shared Content, Assignments, Projects

Icebreaker, Synchronous, Asynchronous

Reflection



## COIL Courses

# Sample Assignments/Projects

Photo  
Collages

Concept  
Maps

Power Point  
Presentations

Video  
Projects

Discussion  
Board  
Reflections



# COIL Courses at Xavier University

## International Partner Courses

- Philosophy: Ethics & Citizenship
- History: History of Nicaragua
- MBA: Marketing Management
- English: Conversation
- English: Advanced
- English: Level I
- Theology: Mystical Theology & the Gospel of Life
- Chemistry: Analytical Chemistry II
- Peruvian Literature
- Project Leadership
- Business Administration
- Education: Children's Literature

## Xavier Courses

- Spanish: Phonetics and Dialectology
- Theology: US Catholicism – Past & Present
- MBA: Business Information Systems
- Spanish: Contemporary Issues in Peru
- Theology: Discernment & Integration
- Chemistry: Quantitative Analysis
- Education: Content Area Literacy
- Education: Teaching the Writing Process
- Education: Children's Literature
- Business: Information Systems
- Health Administration: Intro. to US Healthcare System
- English: Writing as a Social Action
- First Year Seminar



## Immersive Learning: Adapting Overnight In Person Experiences

Overnight immersive experiences are being discouraged. Consider transitioning a short-term overnight immersive experiences to day excursions and offer experiences at local community partner locations that adhere to guidelines synergistic with the University.

During the early fall and late spring, considering supporting activities (walks; presentations; reflection) outside when possible.



# Immersive Learning: Adapting Overnight In Person Experiences

Aims: Identify focused consecutive time for engagement

- Deepen experience through context
  - Provide contextual background of population, neighborhood, community partner. Research history, current events. Compare and contrast ones own social location with that of others.
- Engage diverse communities towards solidarity
  - Ensure students interact with people from whom they can learn first-hand about social justice issues facing communities.
- Student bonding / faculty-student bonding
  - Faculty lead reflection and sharing
  - Faculty share their learnings from community partners
  - Common project
- Action - Concrete student actions that draw upon their learnings and offer hope



# University Protocols: Off Campus Engagement

University guidelines regarding off campus in person activities will be compliant with protocols provided by the following organizations and should be followed by students and community partners course that plan to integrate limited IN PERSON community engagement, or some in person engagement through speakers, neighborhood walkabouts, and one-on-one, or small group activities:

- [State of Ohio](#) and specific [College and University guidelines](#)
- CDC
- Xavier University [COVID-19 Task Force](#) Guidelines
- Related Community Organization protocols



# Risk Management Waivers

If your class contemplates off-campus engagement, the University provides waivers that advise and address risk and require a student's signature (or guardian if a minor). The type of Assumption of the Risk (AOR) waivers appropriate for related community engaged activities are as follows:

- **[AOR 101 On-Going Experience](#)** (1-on-1 or group based, applicable to service learning courses that engage directly with community).
- **[AOR 103 Day Trip Experience](#)** and **[AOR 102 Overnight Experience](#)** – Domestic and International (Applicable for Immersive Learning off-campus (multiple off-campus experiences))



## Recommendations & Best Practices

Faculty and staff that support academic programs that may integrate some direct community engagement should consider adopting the following best practices:

- Conduct an **in person or virtual site visit** with partners;
- Maintain and update program/course **orientation with information related to COVID 19 exposure, and proper use of PPE;**
- A copy of **community partner protocols** for COVID 19 should be provided to the faculty/staff member, and student, and in return, University and program protocols should be shared with the partner.



# Terms of Engagement

Whether your course is contemplating in person or remote engagement, establishing **terms of engagement** is a best practice that identifies and documents:

- the purpose and scope of course engagement;
- responsibilities of students, faculty, and partner, and;
- anticipated outcomes/expectations.



# Tracking Engagement

It is recommended that individual **student volunteer hours** and engagement should be tracked in a log maintained by students and shared with faculty on a weekly basis (as part of a Canvas assignment, for example).

The log should include documentation of hours engaged (date and time), the type of engagement (in person or virtual), and the nature of the work or service provided and if possible, identification of partner or community members engaged.



# Communication

Regardless of the level of students' out-facing community engagement, faculty should encourage **weekly check-ins** so that there is ongoing, transparent faculty-student communication regarding health status and any changes in their ability to complete coursework and academic responsibilities.

Faculty should also verify **point of contact information** with their partner to increase the ability to communicate information effectively and efficiently. This would also include sharing your email, office, and cell phone numbers.



## Example: Partner Considerations

All Xavier students who **volunteer/tutor** in Cincinnati Public Schools should obtain a background check and badge (provided free on campus each semester through the Literacy Network) – for those that volunteer in CISE (Catholic) schools, FBI checks and online Virtus training is required.

As we move to remote student engagement, these processes should be supplemented with instruction on the protection of minors and vulnerable populations in online settings. It is recommended that virtual instruction, tutoring and engagement opportunities occur during the school day to increase access to reliable internet and technology resources, and insure instructor/staff supervision of the minor student at school.



## Final Thoughts: Use Attributes

Insure that either the [Immersive \(ILE\)](#) or [Service \(SERL\)](#) Learning attributes (or both if applicable) is attached to your course by the Registrar. No committee review is required - Faculty or department chairs can send an email to the Registrar asking to add the appropriate attribute.

- Communicates the nature of the course to students;
- Insures that institutional assessment is occurring;
- Allows easy identification of courses currently engaging community so additional oversight and resources can be allocated.

The Eigel Center will support and consult faculty in their determination to add an attribute.



## Final Thoughts: Flexibility

Be flexible with students who are compromised or unable to participate in any in person engagement  
– virtual assignments, research, and Zoom meetings can be substituted to fulfill any in person course requirements.



[Eigel Center](#) staff are available for individual consultation and to support ongoing integration and assessment of these experiences.

Please also consider us a resource for your students as they work to continue their engagement with your course and our communities.

*How can we better support faculty who want to offer or maintain community engaged programs during this difficult time?*



## Additional Resources

[EIGEL CENTER: SUPPORTING COMMUNITY ENGAGED COURSES  
VIA REMOTE LEARNING](#)

[VIRTUAL ASSIGNMENTS TO SUPPORT LEARNING AND REFLECTION](#)

[“SOLIDARITY” ASSIGNMENTS AND READINGS RELATED TO COVID-19](#)

[CORONAVIRUS AND THE ENGAGED CAMPUS – CAMPUS COMPACT](#)

[E-Service-Learning: The Evolution of Service-Learning to Engage a Growing  
Online Student Population](#)



Learn more at:

[xavier.edu/cel](https://xavier.edu/cel)