



THE COLLEGE SYSTEM  
*of* TENNESSEE

# Serving Virtually in the Online Classroom

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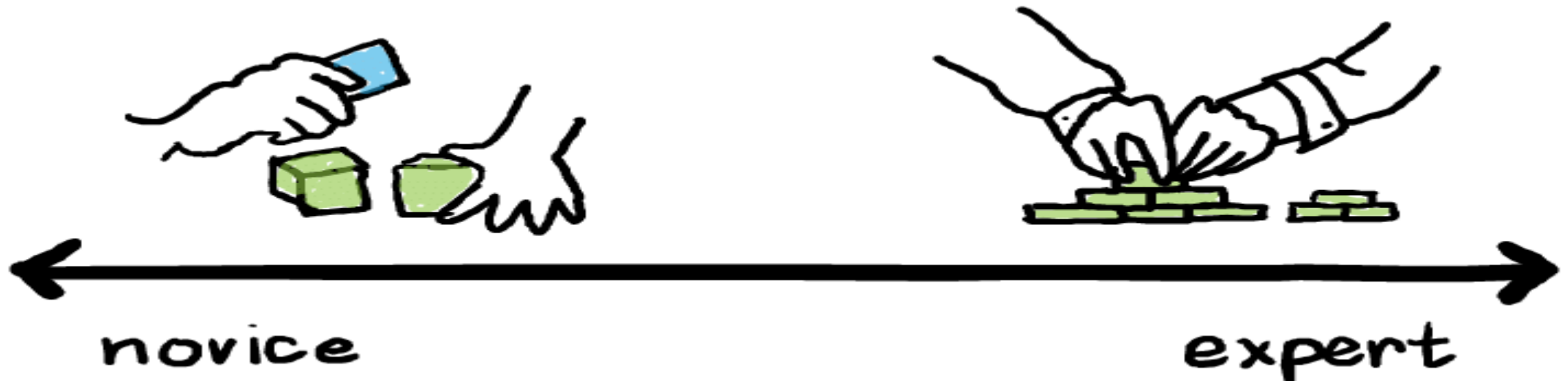
TBR High Impact Practice Specialist

2021 TCVSL Higher Education Track

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# Welcome!

To get to know you a bit, please use the reaction icons to share where you consider your service-learning experience level to be along the spectrum below.



# Overview

- Service-Learning at TBR
  - Working Definition
  - Service-Learning Data & Findings
  - COVID-19 Response
    - Remote Service-Learning within the Community
    - Virtual Service-Learning Online
  - Service-Learning in 3 easy steps

# Thought Activity #1

Using chat or audio, tell us...

***How do you define service-learning?***

# TBR Service-Learning Definition

**“Service-learning...integrates meaningful community service with instruction and reflection...[and] includes structured field-based “experiential learning” alongside community partners, which reinforces course learning outcomes.”** *Excerpted from the Minimum Definition of TBR Service Learning*

# Thought Activity #2

Using chat or audio, tell us...

- ***Why put the effort and energy into creating opportunities for students to serve?***
- ***What benefits do students get from participating?***

## Research Questions & Method

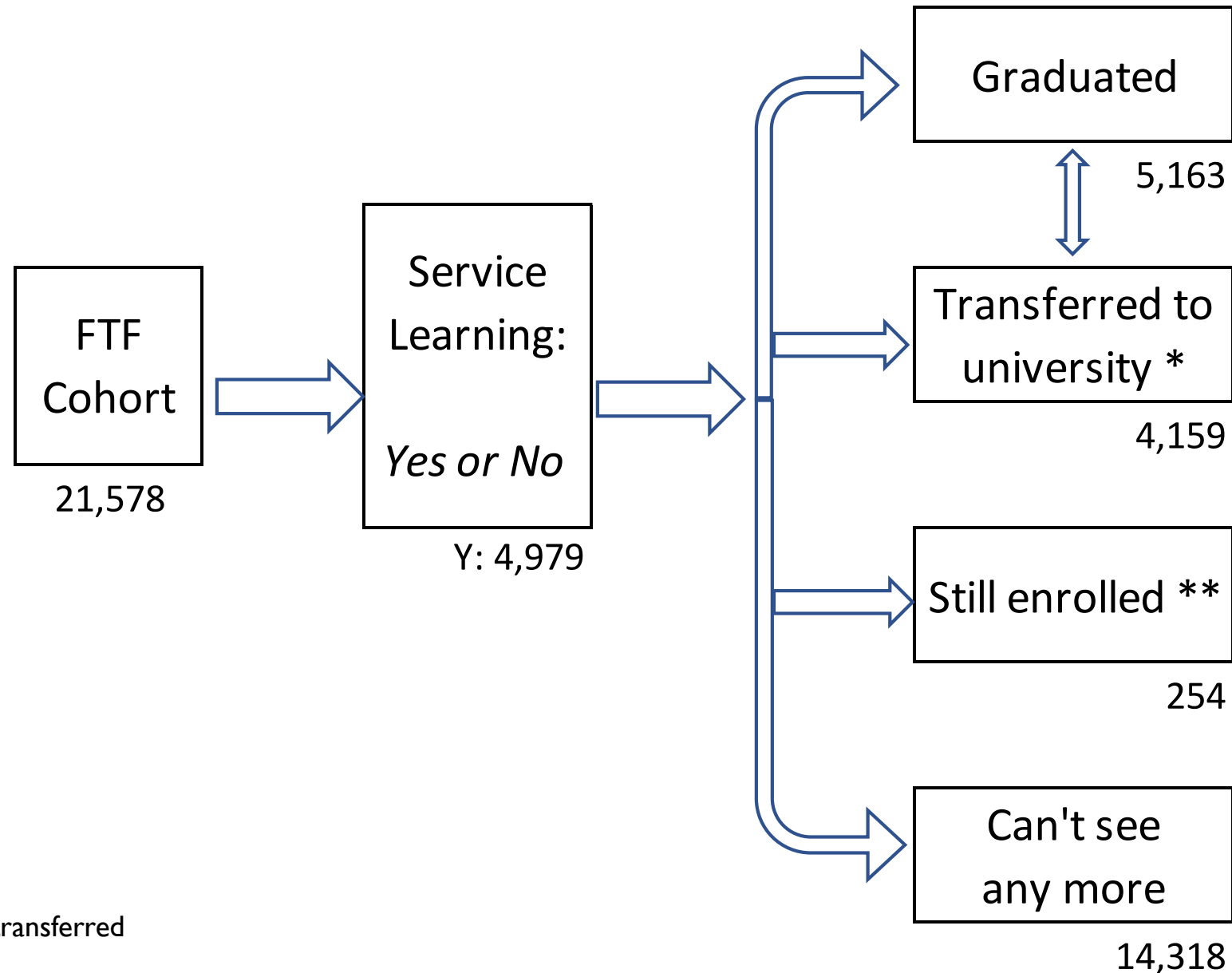
Does service-learning participation effect:



- Likelihood of graduation & transfer?
- Academic performance (GPA)?
- Progression to graduation & transfer?

Do effects differ by duration & frequency?

# 2017 Cohort Tracked through Summer 2020

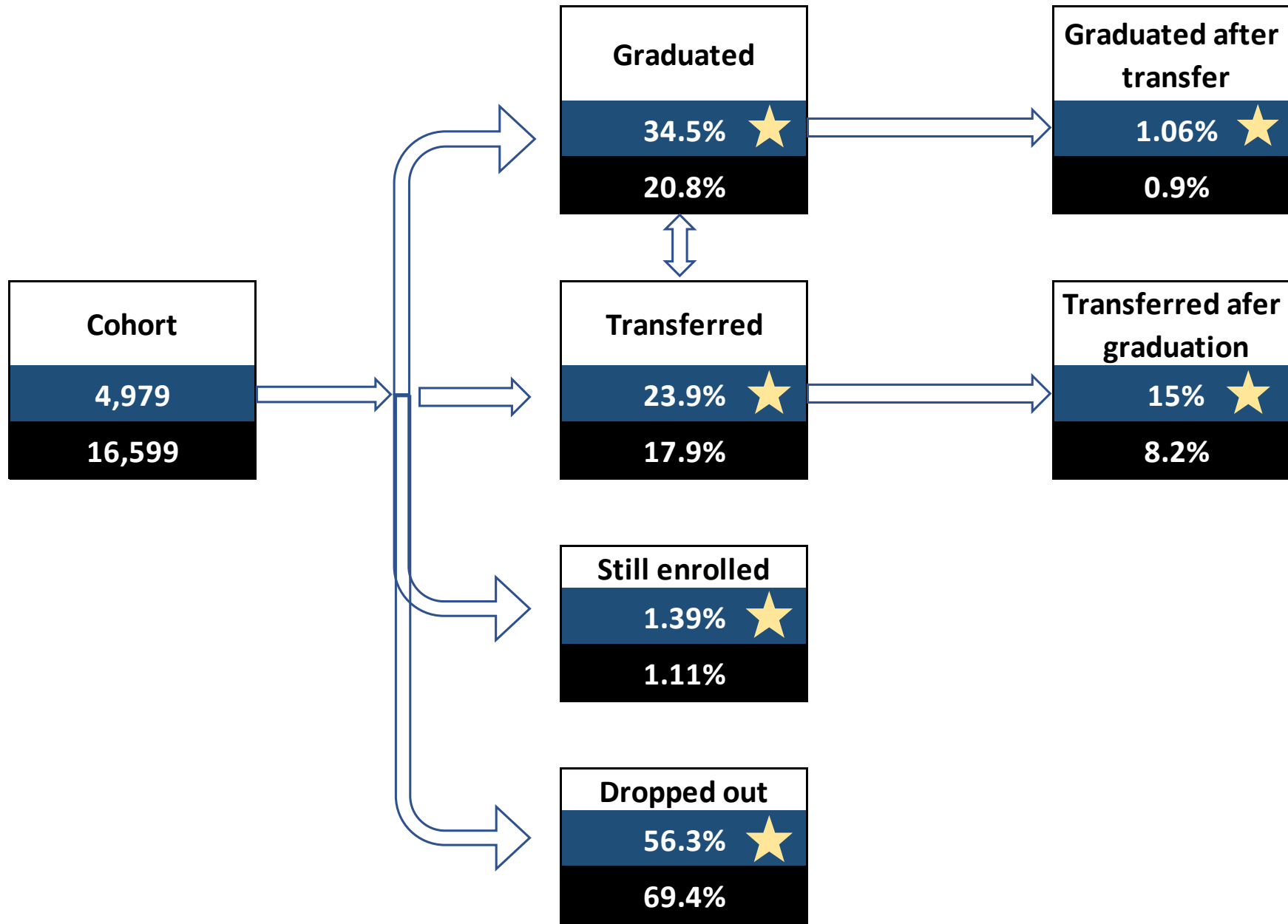


\* 2,316 students both graduated and transferred

\*\* in spring or summer 2020



# Outcomes by SL participation



Legend
SL participants
Non-participants

# Key Takeaways

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Positive outcomes of SL participation:



- Higher probability of graduation & transfer



- Higher GPA



- Faster progression to graduation

Results improve with an increase in duration & frequency

# Service-Learning Formula Review



# Response to COVID



During the COVID-19 global health crisis, colleges across the state have had to adjust classes and activities to comply with social distancing and quarantine guidelines.



TBR faculty and staff quickly identified and offered remote service-learning projects that students could easily complete from home to satisfy their scholarship service hour requirements.

# Two Options for Serving Virtually

**Local but Remote**



**Virtual Online Only**



# Local but Remote Service-Learning

## Library Videos



- **Story-Time Videos** – Volunteers create a video of themselves reading a story for small children
- **Craft-Time Videos** – Volunteers create a video demonstrating people of any age explaining how to make a craft.
- **COVID-19 Story Living History Project** – Volunteers collect and tell their school experiences during the COVID-19 Pandemic.

# Local but Remote Service-Learning



- **Labeling Progressive Jigsaw Puzzles** – Seniors in assisted living and memory care facilities find it beneficial to have puzzle pieces labeled so that they can complete the puzzle more easily.
- **Cards of Inspiration** – Volunteers make and send cards with joyful messages to neighbors, seniors, and healthcare workers using uplifting words and colorful drawings.
- **Sewing Masks** – Volunteers sew protective washable and reusable face masks for health care professionals and senior living patients.

# Thought Activity #3

Using chat or audio, tell us...

- ***What local but remote opportunities did your students participate in this year?***



# Online Volunteer Opportunities

**Virtual volunteer opportunities are just a click away.**

- Need volunteers
- Contribute to the betterment of our world as a whole
- Can be used as service-learning within our classes
- More available every week



# Zooniverse



**Zooniverse**  
(zooniverse.org) – Assist researchers with answering interesting questions about our world. Aid in new discoveries or contribute to open-source sets of analyzed data.

# Project Gutenberg



## Project Gutenberg

(Gutenberg.org) --  
Proofread electronic transcriptions of e-books published prior to 1927 with expired copyrights to help fulfill the mission of “preserving the literary history of the world in a freely available form for everyone to use.”

# Cornell University's eBird Project

**eBird** ([ebird.org/home](http://ebird.org/home)) – Track bird populations, record sightings, or upload pictures and sound files to help scientists and conservationists understand the population-level movements and needs of many species on a global scale.



# Harvard University's Project Implicit

## Project Implicit

([implicit.harvard.edu](http://implicit.harvard.edu)) –  
Volunteers take Implicit  
Association Tests that ask  
questions about our  
understandings and attitudes to  
learn more about the  
differences in values and beliefs  
between people and groups.



# Thought Activity #4

Using chat or audio, tell us...

- ***What virtual volunteer opportunities might you like to convert to service-learning lessons?***

# Converting for Service-Learning

**Virtual volunteer opportunities can be easily used within the classroom for service learning.**

1. Provide lessons regarding the project and purpose prior to the service experience.
2. Have students submit graded reflection assignments following their participation.

*See the handout or search “volunteer online” for even more virtual volunteer projects!*

# Service-Learning Done Well – Easy as 1-2-3!



- 1. Connect the service with learning prior to the experience.**
  - Integrate lessons and assignments related to the purpose of the service activity.
- 2. Define the service experience.**
  - Clarify what is expected of students and outline how they will be graded.
- 3. Collect student reflections as a graded assignment.**
  - Students should be graded for their learning, not for their service.



Any Questions?!





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