**Virtual Service Learning Focus Group Notes – May 1st**

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| **Concerns** | **Response** | **Follow-up** |
| **Access to technology** -- Students having the equipment, technology and internet to do remote course work and SL work | Technology loans (computers and HOT SPOTS) available for the fall | Discussion with AA |
|  | Campus will try to increase to support students |  |
|  | Hot spots may be available at local libraries, and Parking Lot 5 on campus has one |  |
|  | Social Media trainings available at the beginning of the semester to support community partners  | Contact IRT |
|  | Being clear about where and how support will be provided – IRT or College Consultants  | Contact IRT |
| **Meeting the hour requirement** -- Students may be required to do a certain number of hours in the field related to SL. How can they meet that requirement virtually? | \*Hours in the field can be virtual\*Include orientation and training as hours\*Observations at the site could be hours\*Interacting with clients virtually could be hours\*Plan, implement and/or assess a project for a client (virtual contact)\*Combine direct service with capacity building work\*Consider reducing the number of hours required – fewer hours, more meaningful experiences \*Students work in teams – research, interviewing folks at the site, develop a report of the research they have done, and develop a scope of work (approved by teacher and partner), internal team meetings and they have to do an evaluation of their work and an on-line presentation. A lot of time on the project and results in deliverables.\*Gero—Project based learning and some team/group work on a project that’s relevant. \*Created a list of alternative assignments\*COMS students may be able to partner with SL students on technology and social media use |  |
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| **Writing Partners** –concern about letter exchange virtually (issues of access) and if there are technology issues. | WP Virtual meeting Thursday, May 7th (email Francine.Redada@csus.edu to register)CEC is exploring ways to see if letter exchange can be done through Canvas and distributed it in that way* Issues of Guest access for K-12 teachers
* Creating additional materials, auxiliary assignments for WP for those who aren’t continuing at the school because of access issues
 | May 7th meeting with Sac State and K-12 teachers |
| **First time doing SL** -- how can I approach given that folks are so overwhelmed now | * Find ways for students to assist partner feel less overwhelmed
* Reach out to Francine to assist with identifying what’s going on with partners and also to pave the way to introduce folks to partners
* Find partners through professional/network associations
* Be clear about expectations
 | Connect with Francine, Rachel, Ann or Dana |
| **In-person SL** – distributing meals, etc.  | * What type of physical distancing needs to be considered?
* Who’s responsible for providing PPE – what if there are supply-chain problems?
* For folks who have family members/friends in home, how do we ensure they are protected?
* What approvals do we need to allow students to work in K-12 classrooms (virtually or in person)?
 | Discussion with AADiscussion with COE |
| **Field Work** – managing student expectations when experiences in the field are “different” from expectations | * How might we work across the partner and programs to adjust what the expectations will be as we prepare students for professional careers?
* Skills normally built during these experiences, how do we adjust and manage conversations for instructors, for us and for the next step in the students’ careers?
 | Discussion May 22nd follow up meeting |
| **Student buy-in** – balancing needs of community partners with pedagogy and content of the curriculum | * Balance of flexibility in terms of opportunities for students and partners and maintaining integrity of experience.
* Students are struggling with overload--want to be mindful of not overburdening students with balancing needs of curriculum.
* Getting student buy-in – but also be respectful of all of the things going on for them now.
 | Discussion May 22nd follow-up meeting |
| **Concerns** | **Response** | **Follow-up** |
| **Managing student responses** – cognitive and affective | * Students jumping into an agency and having an emotional experience, real life, real people and their own struggles in terms of the work. Tapping their cognition and knowledge, but must also tap into their affect.
* Also, what if folks with whom students are working need mental health assistance – how do we train students?
 | Discussion May 22nd follow-up meeting |
| **Ideas for Virtual SL** |  |  |
|  | * Grouping students by programs and having them do a needs assessment and/or grantwriting project related to the program and the students would spend time looking at the community the partner serves, interviews, create a resource guide based on those findings
	1. Grouping by programming across courses, discipline
* WP – Pre-service teachers, write an open problems and K-12 students can write back, zoom meet and great and breakout sessions.
* Doing capacity building for the partner so you don’t have to interact with clients, do capacity building in terms of creating videos, newsletters, writing a grant or making fliers.
* Framing it in terms of opportunities – pivot what they have to on-line or new spaces given the circumstances.

\*Can they create lesson plans that work at home? \*Counting pantry goods as a way to do math, what are toolkits they can develop and be helpful long term. \*Is there a way to do virtual simulations? * Are there on-line games that could be created – civic-minded games out of MIT
* Offer suggestions about communicating with their community (inside language, youth perspective), finding ways to provide that to the organization, on-line trainings (social media calendar), can be recorded and saved for later, if not tecchies, students have better skills than many partners, video scripts and produced videos, promotional materials, design materials, writing for organizations and infographics
* Art – students do research and generate public-facing content for arts organizations, like Crocker, who don’t have the same diversity of voices as our students
* EDU 124 students – math interactive journal. I’d love to see it on-line. It was fun lessons, interactive lessons. Making math real, finding math at home. Students were very excited about those. . . Will get those to the principal and the students at the school. Students pulled together annotated set of resources for math that parents can use at home with their children. Videos, and what age range, etc. To create a bank for parents at home. Teachers are overwhelmed by the parents. Provide a resource for families at home with children.
	1. <https://dreme.stanford.edu/news/fun-and-easy-activities-exploring-early-math-home>
	2. <https://dreme.stanford.edu/news/home-early-math-learning-kit-families-ideas-supporting-young-children-s-math-skills-during>
* Identify a common need where SL students could go to from a variety of courses. . . tutoring youth, partnership with the city.
* Pop up opportunities – only 4 hours. Any given agency can use a group of students for a short period of time. One class might use several pop-up opportunities as opposed to one agency (IN-SL in place)
 | Discussion for May 22nd follow-up meeting |
| **How Can CEC assist?** |  |  |
|  | * Have additional meetings with faculty to discuss virtual ideas referenced in the brainstorm
* Connect with main school sites – what protocols are set in place and how the students can interact legally on-line with students?
	+ Connect CEC with College of Ed regarding virtual work at schools with students
* FLC related to on-line virtual SL (summer?)
* Repository of on-line resources – shelf-ready assignments (Trinette would be willing to share). Surveys for clients, templates.
	+ Build onto the CEC resource document
	+ Microsoft Teams may be a good way to organize this
* Community engagement on-line and virtual engagement – discuss the impact, promote the idea of continuing to engage, especially for students and communities that are feeling isolated. . . Gerontology work has been picked up at a state level.
	+ Promote social distancing with care
	+ Protocols for community engagement in time of Covid 19
* Talk with community partners about how do things virtually. Partners may not know how to do the work virtually.
	+ Get community partners together—build on recent CEC survey to see if we can meet virtually to discuss
 | Working with CTL to do a Virtual SL workshop this summerWill connect with COE and school protocolsAsk Trinette to share her resourcesSeek additional support for trainings on Microsoft TeamsSchedule a focus group discussion with community partnersMaybe have a discussion at the June Network Café with partners about virtual SL AIs |