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2022

## Service-Learning AC (After COVID): Where Do We Go From Here?

Timothy J. Hoffman  
*Seton Hall University*

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# Service-Learning AC (After COVID): Where Do We Go From Here?

Timothy J. Hoffman, M.P.A

Director, Center for Community Research and Engagement

*Seton Hall University*



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# Workshop Overview

- Seton Hall University's approach to service-learning
- Impact of the COVID-19 pandemic and new opportunities
- Importance of **reflection** in a service-learning experience
- Where do we go from here?



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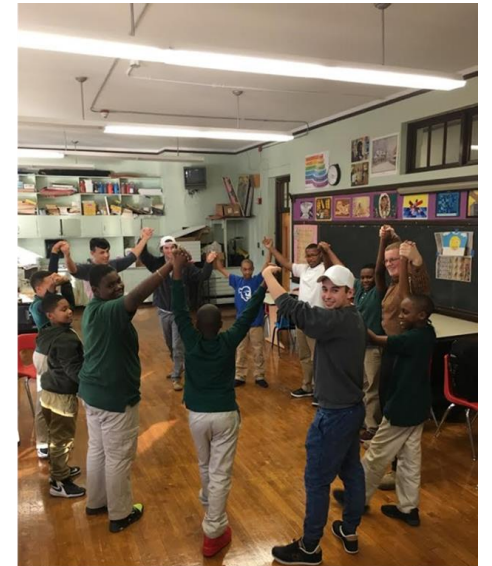
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# What did service-learning look like prior to the pandemic?



# Why Do We Do Service-Learning?

## Seton Hall University's Mission Statement:

*Seton Hall University is a major Catholic university. In a diverse and collaborative environment it focuses on academic and ethical development. Seton Hall students are prepared to be leaders in their professional and **community** lives in a global society and are challenged by outstanding faculty, an evolving technologically advanced setting and values-centered curricula.*



# About the Center for Community Research and Engagement (CCRE)

- The Center for Community Research and Engagement (CCRE) was created in 1997 to coordinate the activities of Seton Hall University as it implements service learning and community-based research on campus.
- The mission of the Center for Community Research and Engagement is to develop partnerships that integrate Seton Hall University faculty, students, staff and our neighboring communities through applied research, active learning, and action projects, aimed at enhancing both the learning environment and community capacity.



Dr. Roseanne Mirabella  
Executive Director



Timothy Hoffman, MPA  
Director



# What Do We Do?

- Service-Learning
  - CORE Service-Learning Lab
  - University Honors Program Thesis Projects
  - Course projects across the University community
- Social Justice in Action Certificate Program
- Civic Engagement Workshops
- Migrant and Refugee Initiative
- Environmental STEAM Program
- Bringing local students on campus
  - *Sailing for a Day*
  - *Be the Changemakers Conference*



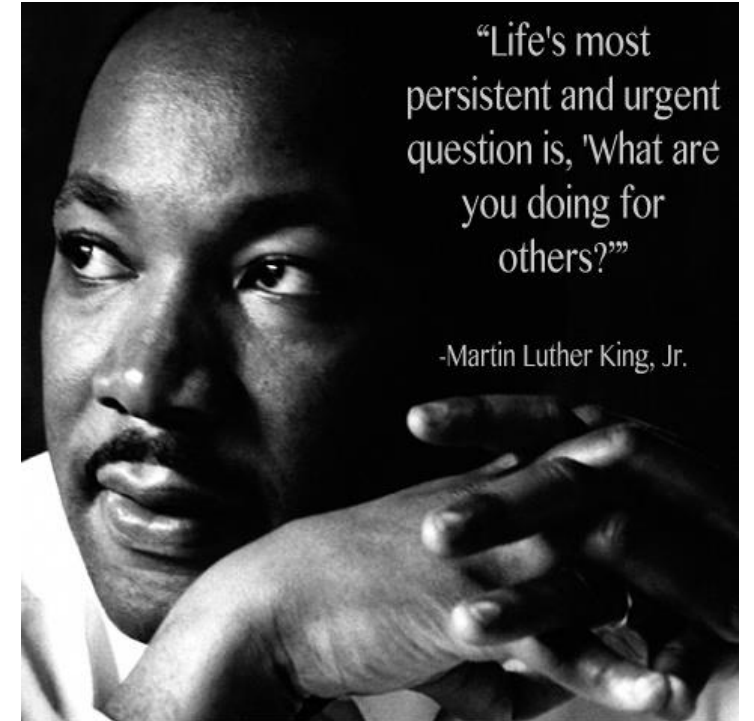
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# Service Learning at Seton Hall University

- CCRE's Executive Director, Dr. Roseanne Mirabella, emphasizes service-learning "encourages students to engage and empower communities through service and gain perspectives to help augment their coursework,"
- *Transformative Impact*: "Find some great cause and some great purpose, some loyalty to which you can give yourself and become so absorbed in that something that you give your life to it." – Dr. Martin Luther King, Jr.



# Service-Learning Model at Seton Hall University

- Faculty in CORE curriculum can infuse their courses with service-learning
- Fall semester CORE 1 (Journey of Transformation), Spring semester CORE 2 (Christianity and Culture in Dialogue)
- Students have a service lab that goes on their academic schedule
- CCRE manages service-learning experience: placements, transportation, attendance, etc.
- 3 phases to a semester

# Importance of Reflection Across 3 Phases of Semester

1

## Orientation

- Understanding of local community needs

2

## Service experience

- Reflections in CORE classes during service timeframe

3

## Reflection & evaluation

- Small group reflection process

Everything was going really well...

...until March 2020



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# Challenges of Service-Learning in a Pandemic

## Essential Goals

- Keep students safe
- Continue to meaningfully engage with the community
- Provide useful service to the community

## Critical Questions

- How can we keep students safe?
- Do we have funding (and staff) to keep programs alive?
- What does service look like virtually?
- Does the service provide impact?



# Virtual Service Options

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Letter writing programs with senior citizens in nursing homes, inmates in detention, and COVID-19 patients in hospitals

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Digital Volunteers document transcription program with the Library of Congress and the Smithsonian

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Humanitarian Data Mapping

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Technology skills workshops for local senior citizens

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Teaching English to immigrants

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Read aloud program for local elementary schools

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Converted in-person programs to remote meetings where possible

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Remote tutoring programs

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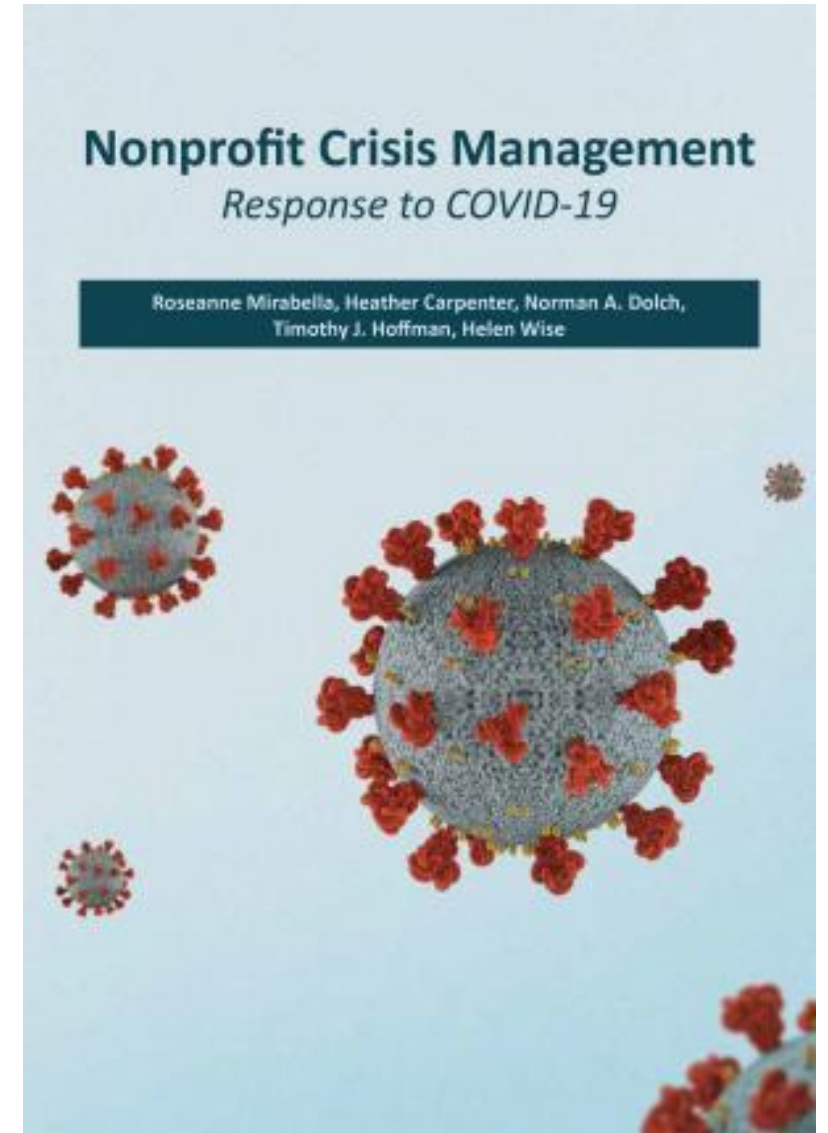
Nonprofit Assistance Program

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Own Projects in Local Communities

# Focus on Nonprofits

- Our Executive Director and Director co-authored a case study book on how nonprofits first fared during the COVID-19 pandemic
- Framing of “AC”
- Nonprofit organizations often perform “essential” functions
- Crisis mode
- Volunteers were disconnected from organizations



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# Nonprofit Assistance Program

- Opportunity for students to work directly with nonprofit organizations
- We worked with over 25 organizations
  - Catholic Charities, Newark
  - Ivy Hill Vailsburg Center for Arts Culture and Community Activism (ACCA), Newark
  - United Way, Newark
  - South Orange Village Township Committees
- We offered each organization up to 10 hours of student time, any range of projects
  - Marketing planning, social media, research, fund development, program assistance
  - Organizations told us what they needed
  - Meetings with organizations were supervised by student staff members



BY THE PEOPLE

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About Campaigns Resources Discuss How-To

## Be a virtual volunteer!

Help transcribe Library of Congress documents. Volunteers create and review transcriptions to improve search, access, and discovery of these pages from history.



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#12290: BRAZIL PRAIA ILHA DE ITAN x | OpenStreetMap x | LOG By the People mss382990155-53 (R... x

crowd.loc.gov/campaigns/rough-rider-bull-moose-theodore-roosevelt/armageddon/mss382990155/mss382990155-...

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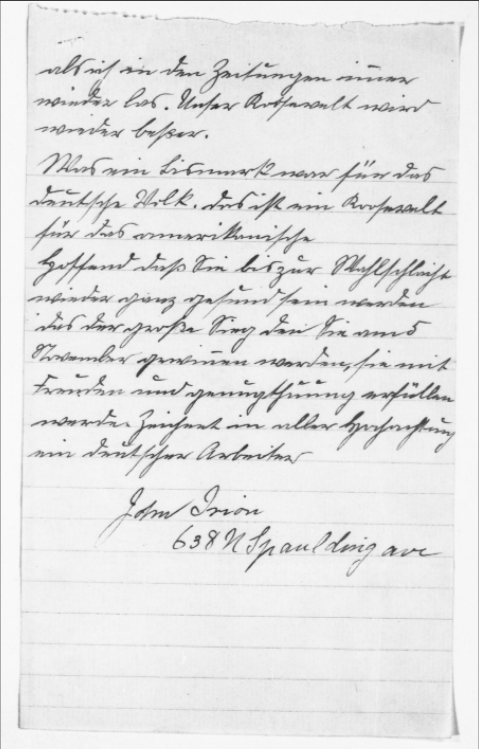
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Mapping our world together

hotosm.org



EXPLORE PROJECTS

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Kaylee L

Difficulty level

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More filters

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Showing 14 of 451

**German Red Cross** HIGH

#10377  
**Missing Maps: Disaster preparedness - Floods, Togo - Maritime Region**

Das Deutsche Rote Kreuz kartiert Teile der Maritime Region als Teil

**345** total contributors

Beginner Mapper

**YOUTH** HIGH

#11013  
**OSM Monsoon Mapping and Validation Challenge of Illam District**

"OSM Monsoon Mapping and Validation Challenge of Illam District"

**2178** total contributors

Beginner Mapper

**Geohazards Risk Mapping Initiative** HIGH

#11073  
**#GRMI: SOKOTO-NORTH (NIGERIA) - MAPPING BUILDINGS TO IMPROVE**

Collaborative mapping of Buildings to improve Flooding preparedness and

**310** total contributors

Beginner Mapper

HIGH

#11607  
**BENGHAZI Digital Base Map Project 2021**

OpenStreetMap Libya launches this project In the context of the Libya

**2004** total contributors

Intermediate Mapper




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**Search features**


 Search

Search input field


 Inspect


 Point

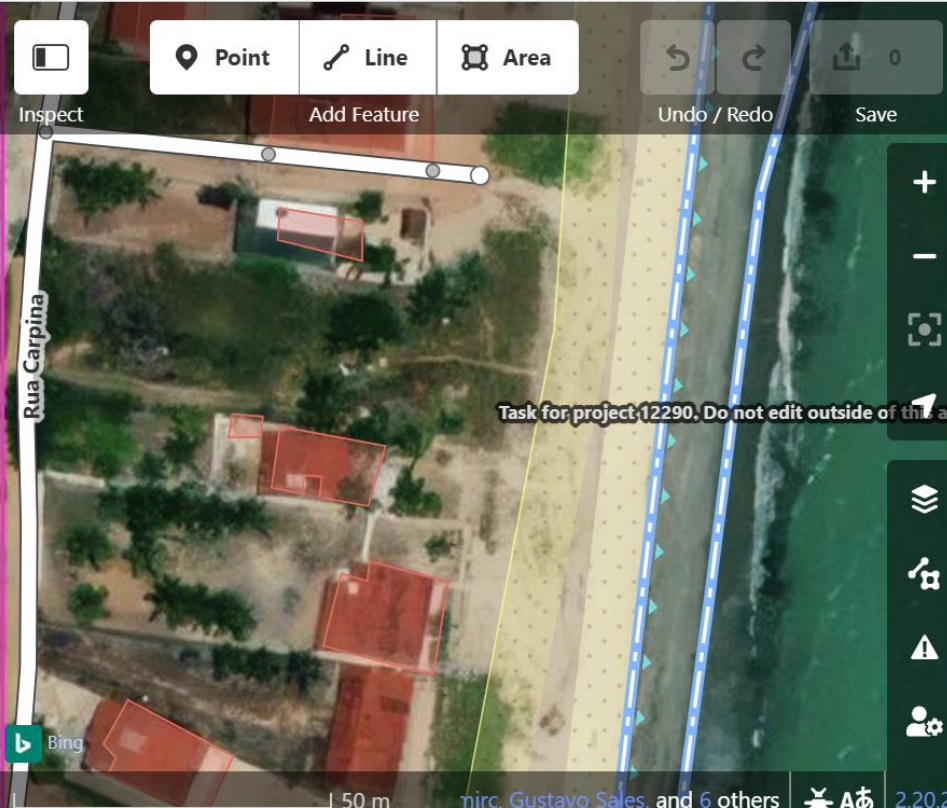
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
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 Save




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
 Bing

 mirc, Gustavo Sales, and 6 others


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#12290 | Union of Brazilian Mappers of OSM (UMBRAOSM)

# BRAZIL PRAIA ILHA DE ITAMARACÁ (PE) - BUILDINGS, . #597

 1 hour, 58 minutes left

COMPLETION INSTRUCTIONS HISTO

 SPECIFIC TASK INFORMATION

Buildings:

Many buildings are very close together, but they don't really touch. Try to map



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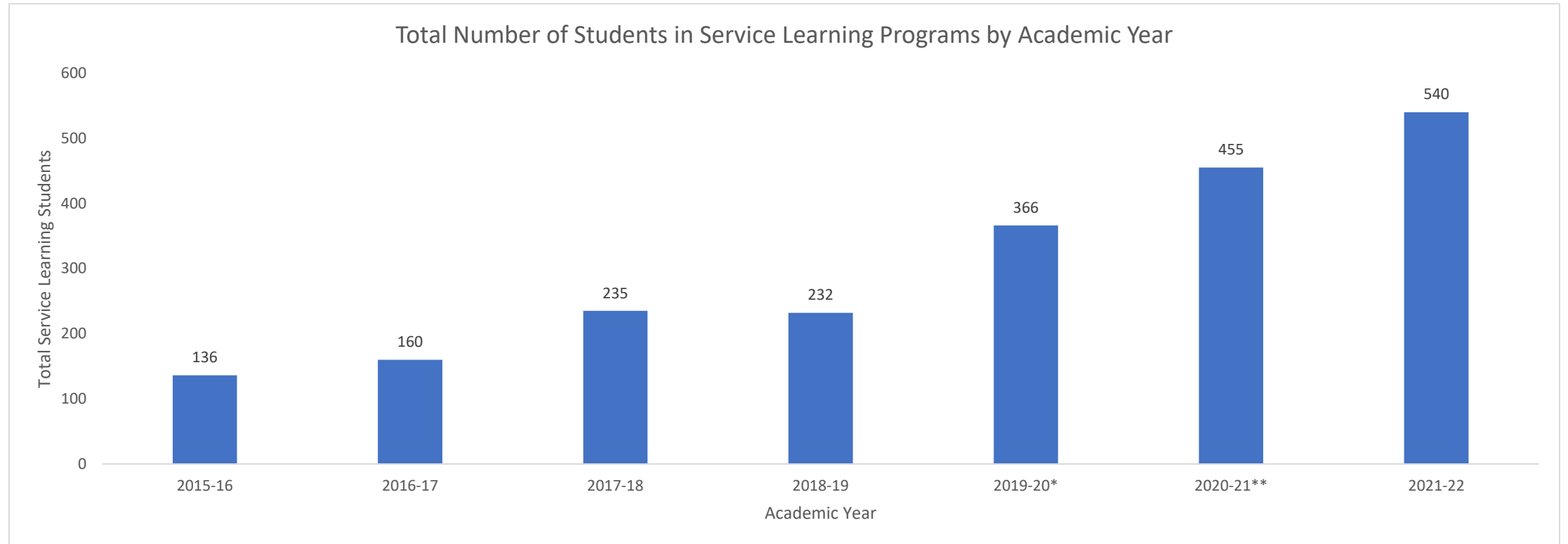
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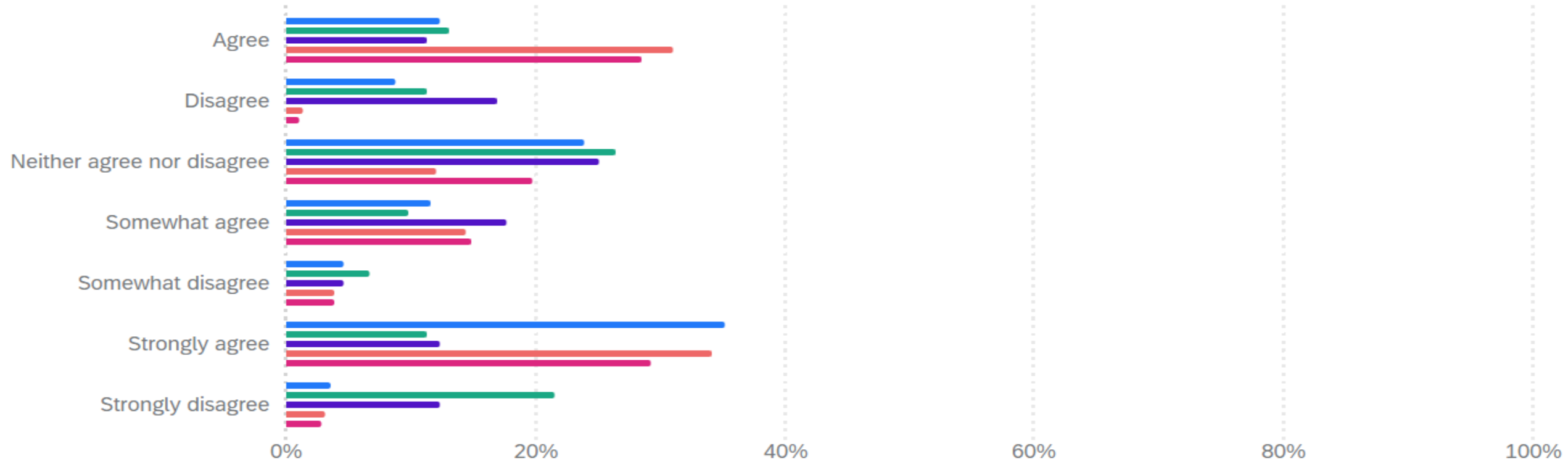
# Differences of 2020-21 vs. 2021-22






- “What do we do?” vs. “Let’s get back to normal!”
- Radically different needs
- Radically different expectations
- Changing impact of virtual programs
- Some programs were better in the remote space
  
- Other observations?

# Increasing Service-Learning Opportunities



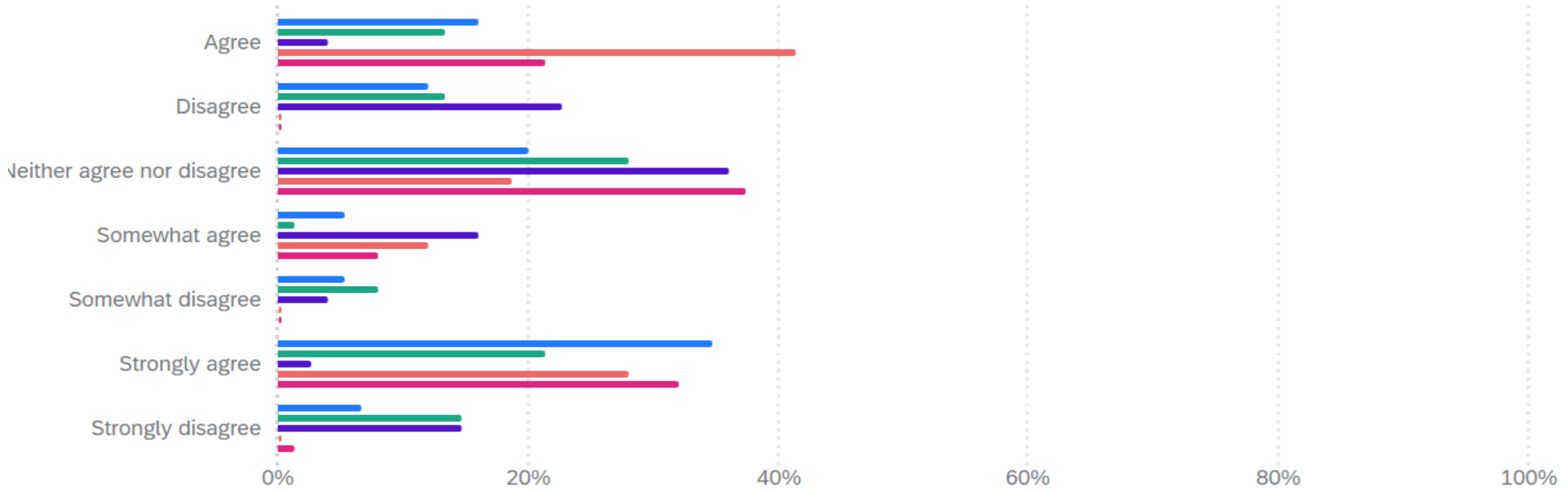
Please evaluate the following statements 



-  I prefer in-person service to remote service
-  I prefer remote service to in-person service
-  The pandemic negatively impacted my service experience
-  The service program adapted well to challenges due to the pandemic
-  Remote service provided an opportunity to effectively serve the community



Please evaluate the following statements ⓘ



- I prefer in-person service to remote service
- I prefer remote service to in-person service
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# Importance of Reflection in Service-Learning

- “Service learning generates this feeling in [students] that their work is meaningful because of the impact it can have on others. Through service, students see firsthand the needs of communities and they grow a desire to want to do something about it.” – Claudia Romani, Class of 2022
- “The students then bring this range of experiences back to the classroom both for discussion and in their writing for the class. In these writing assignments, students reflect on their service experiences and how these experiences relate to the readings and the questions of the courses,” – Dr. Elizabeth Redwine

# Service-Learning AC (After COVID)

- How was 2020-2021 different than 2021-2022 on your campus?
- What does service-learning look like in fall 2022 on your campus?
- What expectations exist for students?
- What types of community partners and projects are you working with?
- What new partnerships and projects from the pandemic do you foresee continuing in the future?
- What did we learn?

# Key Takeaways

- Flexibility, flexibility, flexibility
- Create service opportunities that truly serve the community
- Extra time and effort to match students with organizations for meaningful opportunities and engagement
- Remote service opportunities may be here to stay
  - Student concerns
  - Opportunities to engage with new partners
  - Two programs running in parallel?

# Questions?