Brave New World: Adapting High Impact Teaching Practices for the Covid-era







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Missouri State University
37th Showcase for Teaching and Learning (2022)

Key Take-Aways

- → High-Impact Teaching Practices can be adapted to fit any modality, class level, and (most) world pandemic status.
- → Service-Learning does not have to be cumbersome and can be easily integrated into any class.
- → Professional Development, such as having students create content or research posters, allows students to cultivate practical, career-related skills.

Today's Agenda

- → Overview of service learning at MSU [with Dr. Nordyke]
- → Service-Learning Examples
- → Professional Development as High Impact Teaching Practice
- **→** Q&A

1. An Overview of Service-Learning at Missouri State University

By the Numbers

Service-Learning is a form of experiential learning where students apply academic knowledge and critical thinking skills to address genuine community needs.



-Pamela and James Toole, 1994

□1 credit hour courses Fall 2022: 67 community partners with 300-400 students placed
among those
□Fall~ 60 3-hour integrated SL courses with 1,250 students working on an assignment
for a course on a class assignment with a community partner
□ Spring~ 100 integrated SL courses with 3,000 students in a course led by faculty
working on a project with a community partner
☐There are approximately 400 community partners that we have worked with.
There were 110 community partners that worked with a student in an academic
course last year.
\$2.9 million in local economic impact using a federal calculator that is a national
standard
□Dr. Nordyke can help faculty find community partners for projects they have in
mind. She can also work with community partners to connect with faculty.

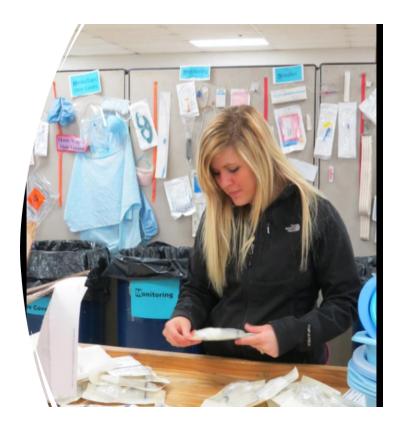
What is Service-Learning...



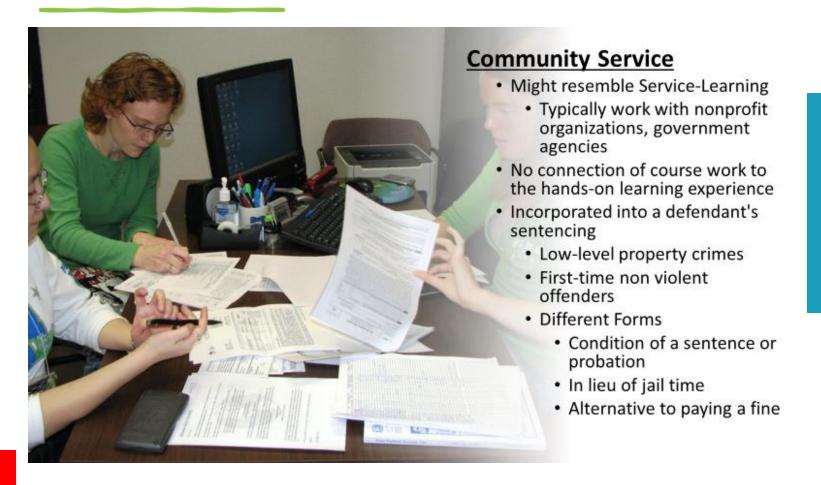
Service-learning is a method of teaching to help students connect course content from your class with real-world experiences to address problems and/or issues in community – locally, nationally, or globally.

Service-Learning – What it's NOT...

- Volunteering for a non-profit organization
- Service done for a family member
- School activities
- Selling items or fund-raising for a team/club
- Church activities
- Activities done where the expectation is that the activity counts as "make up work" or "extra-credit"



Service-Learning – What it's NOT...



Options for Service-Learning



Introduction to Service-Learning

Introductory or Introduction to Service-Learning courses engage students in 4 hours of service related to their course and requires a reflective activity that is graded.

Component Service-Learning

- Students have the option to earn an additional hour of academic credit by providing 40 hours of service with a nonprofit, government, or public benefit agency.
- · Similar to a "mini internship."
- Linked to a "Designate" course or Stand Alone for Honors Students



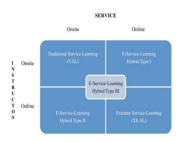


Integrated Service-Learning

- Service-learning is embedded into a course and all students participate, providing a minimum of 15 hours of service related to coursework.
- The experience may be direct or indirect or a combination of both. Integrated servicelearning requires a reflective activity that is graded.



Ways to Offer Service-Learning



From Waldner, McGorry, and Widener https://jolt.merlot.org/vol6no4/waldner_1210.pdf

- Traditional Service-Learning
- Instruction & Service Onsite
- E-Service-Learning (Hybrid Type 1)
 - Instruction Onsite & Service Online
- E-Service-Learning (Hybrid Type 2)
 - Instruction Online & Service Onsite
- E-Service-Learning (Hybrid Type 3)
 - Blended aspects of Onsite & Online Instruction and Service
- · Extreme Service-Learning
 - Instruction Online & Service Online

Methods of Service-Learning

Direct Service-Learning: Students have face-to-face contact with the service recipients.

Indirect Service-Learning: Students perform a service without having face-to-face contact with the recipient. Usually resources are channeled to help alleviate a problem.

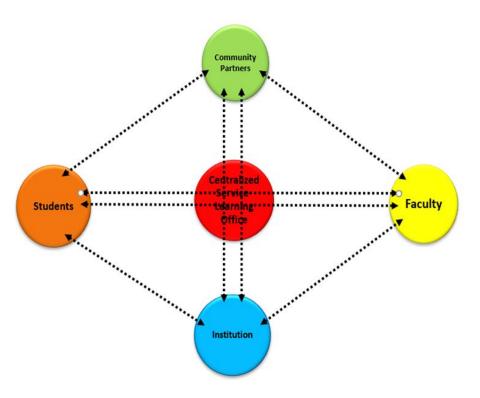
Advocacy-based Service-Learning: Students educate others about a particular problem or issue with the goal being to eliminate the cause of a particular problem or issue.

Research-based Service-Learning: Students conduct research about a particular problem or issue with the goal being to eliminate the cause of a particular problem or issues.

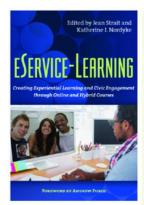


Making It Happen – Connecting the Dots...

- All of the Dots
 must be Connected
 for Service Learning to Happen
- Who's the Dot Connector
 - CASL
- Stakeholders
 - Institution
 - Faculty
 - Students
 - Community



Looking for Resources



PAPERBACK, \$32.50 EBOOK, \$32.50

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ESERVICE-LEARNING

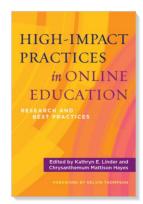
Creating Experiential Learning and Civic **Engagement Through Online and Hybrid** Courses

Edited by Jean R. Strait and Katherine Nordyke Foreword by Andrew Furco

"Given the growing popularity of both eLearning and service-learning, something powerful is likely to happen when these two educational practices converge. And as is described in the chapters of this volume, eService-Learning has the potential to provide students with high impact, transformative learning experiences. It is through this volume that we learn how eService-Learning contains features of both eLearning and service-learning, but yet its essence is one that is distinct from either of these foundational instructional practices. Like the emergence of a new color when two distinct colors are blended, eService-Learning takes the high-impact components of two different pedagogies to create a new, different, and unique educational experience for students.

As one of the first volumes to explore the practice of eService-Learning, eService-Learning: Creating Experiential Learning and Civic Engagement through Online and Hybrid Courses not only offers practitioners an understanding of the essentials of this emerging pedagogy, but it also explores important and key questions on the subject, laying the groundwork for further exploration and study. The field of eService-Learning is sure to gain prominence and popularity in the coming years. We will certainly look back at this book as a seminal volume that sought to unveil the power, complexity, and potential of this promising educational practice."-Andrew Furco, University of Minnesota

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High-Impact Practices in Online Education

Research and Best Practices

Edited by Kathryn E. Linder and Chrysanthemum Mattison Haves Foreword by Kelvin Thompson

TABLE OF CONTENTS AUTHORS

This volume offers the first comprehensive guide to how high-impact practices (HIPs) are being implemented in online environments and how they can be adjusted to meet the needs of online learners. This multi-disciplinary approach will assist faculty and administrators to effectively implement HIPs in distance education courses and online programs.

With a chapter devoted to each of the eleven HIPs, this collection offers guidance that takes into account the differences between e-learners and traditional on-campus students.

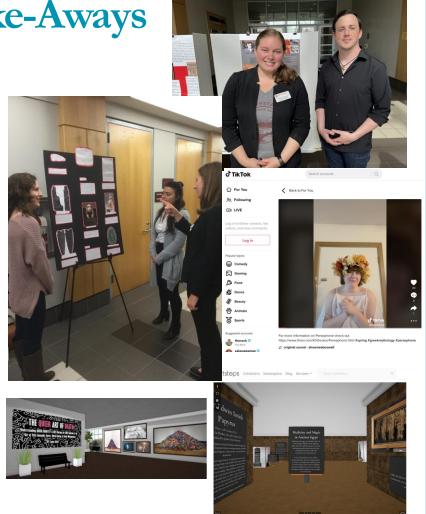
A primary goal of High-Impact Practices Online is to share the ways in which HIPs may need to be amended to meet the needs of online learners. Through specific examples and practical suggestions in each chapter, readers are introduced to concrete strategies for transitioning HIPs to the online environment that can be utilized across a range of disciplines and institution types. Each chapter of High-Impact Practices Online also references the most recent and relevant literature on each HIP so that readers are brought up to date on what makes online HIPs successful.

The book provides guidance on how best to implement HIPs to increase retention and completion for online learners.

2. Examples of Service-Learning Activities that can work across course levels/modalities

Key Take-Aways

- Service Learning does not need to be onerous or time-consuming for students or instructors.
- ❖ Integrated-Service Learning (15 hours) can easily be built into your courses
- ❖ Designated Classes give students the option to develop their own projects or work with already established CASL Projects



Examples of Service-Learning from My Classes

Public-Facing Research Poster Presentations Educational Videos (posted to YouTube or TikTok)

ArtSteps (virtual exhibits)

Class Activity Plan (based on MO guidelines; K-12) Presentations to community partners (K-12 classrooms, YMCA, etc.)

Wiki edits

Educational Pamphlets/websites

Museum Education aids

When Designing Service-Learning Projects Consider...

- ✓ Community Needs
- ✓ Knowledge or skills being applied
- ✓ Community Partners & Methods of Dissemination
- ✓ Student Experience. Community Experience

2021 BLUE RIBBONS & RED FLAGS BY TOPIC

Blue Ribbons and Red Flags appearing in the 2019 Community Focus Report are highlighted in bold.

	BLUE RIBBONS	RED FLAGS		
ARTS & CULTURE	► Strong audience engagement and virtual delivery ► Strong forward momentum ► Collaboration	Prolonged shutdown and capacity limitations Diversity and inclusion Chronic funding concerns		
BUSINESS & ECONOMIC DEVELOPMENT	➤ Strength and growth ➤ Welcoming startup environment ➤ Strong education system	➤ Skilled worker shortage ➤ Continued need to address wages ➤ Lack of sustained population growth		
CITIZEN PARTICIPATION	➤ Robust civic engagement ➤ Interest in volunteerism and nonprofit support ➤ Improved voter outreach and education efforts	➤ Low voter turnout ➤ Difficult to identify active voters ➤ Misinformation affecting participation		
COMMUNITY	► Collaboration ► Strength of health-care infrastructure ► Tobacco-use prevention	➤ Mental-health and substance-use problems ➤ Access to care ➤ Children's health		
EARLY CHILDHOOD	► Early childhood as community priority ► Adoption of Conscious Discipline methods ► Legislative support for funding	Economic disparities Child abuse and neglect Lack of support to mitigate post-trauma mental health effects		
EDUCATION	► Graduation rates ► Expansion of learning opportunities ► Progress as promised	► Achievement gaps ► Pandemic-related learning challenges ► Teacher shortage and recruitment challenges		
HOUSING	► Collaborative spirit ► Civic engagement ► Influx of financial assistance	➤ Shortage of safe, affordable housing ➤ Aging housing stock ➤ Housing instability		
NATURAL ENVIRONMENT	► Economic engine Clean air and water Forward-looking public institutions	➤ Extreme weather events ➤ Invasive species and diseases ➤ Concerns about water sources		
PUBLIC ORDER & SAFETY	► Expanded resources ► Community collaboration ► Enhanced technology	➤ Rising crime ➤ Opioid proliferation ➤ Staffing shortages		
RECREATION, SPORTS & LEISURE	► Community collaboration ► Trails and connections ► Sports tourism	Green space preservation Obesity Parks, trails and sports infrastructure funding		
TRANSPORTATION	➤ Multimodalism Collaboration, engagement and advocacy Improving existing roadways	 Traffic safety Consistent funding Public transit 		

"to address genuine community needs."

Springfield Community
Focus Report (2021)
https://springfieldcommun
ityfocus.org/2021_report/s
pringfield-community-focusreport-2021.pdf



Springfield Community Focus Report "Red Flag" issues my S-L focuses on

- Art/Culture: Diversity & Inclusion
- Education: achievement gaps; teacher shortages and recruitment challenges (long term)

Public Facing Research Posters

Important to have a clear pathway for community dissemination, e.g. Educators' Workshop











Northrop N-9MB Flying Wing

















Darkness came for the Northrop N-9MB Flying Wing on April 19th, 2019
when it went out of control during a low level flight. The aircraft and
tjogtharwid Vogat were lost. They
gone but niether will ever be lost to pilot David Vopat were lost. They gone but niether will ever be lost to memories The N-9MB is survived

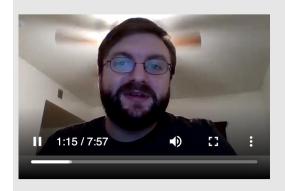


Public Facing Research Posters ...for online learning/during Covid



=> High quality submissions were then shared via the non-profit, American Research Center in Egypt, Missouri Chapter's social media, to help reach a wide audience

Patrick Ward Video Game Lesson Plans



Amber Crawford Amulets

Experimental Archaeology: Modern Egyptian Amulet

Amulets were a common item associated with funerary practices in ancient Egyptian culture. They were highly regarded in a magico-religious manner as their use was "intended to protect the wearer from evil either specific or general, to ensure him the favor of a particular deity, or to supply certain benefits to him" (D.D. 117). The ancient Egyptian believed that some inanimate objects (including amulets) contained a mysterious power. Amulets can be made of varying materials; however, the amulets studied in the artifact corpus are made of Egyptian faience. It is important to note amulets range in quality of workmanship from "the finely modelled hand-finished specimen to the crudely moulded approximation of the same figure" (D.D. 118). Considering amulets held great significance for the ancient Egyptians and required a certain amount of workmanship and materials to make, one may ask the question: how complex is the creative process of making an amulet, and how does it materiality (weight, size, portability, visibility) present? This question can be answered by using modern materials to emulate an Egyptian amulet followed by an analysis of the materiality of the object.



The nail file on nail clippers and a kitchen knife are used as

tools

is built piece by piece and then molded together to ensure durability erand a polished

Cooking the Clay

hour and forty-five min since it's about 3.5 inch. tall

The clay is

for 15 min.

every 1/4 inch.

The amulet was

cooked for an

inch, thick

supposed to be cooked at 275 F

relatively Picture by: Amber small, and

Final Product The final

an amulet

of Isis

nursing

baby Horus.

lightweight.

portable

Overall, the experiment process of making an amulet lead to many insights regarding the complexity of the creative and construction process, and the materiality of amulets. The process of sculpting the amulet proved to be tedious as each section had to be made separately. I had to adhere to visually appealing proportions and molding the malleable clay. The materiality of the amulet is teal, light weight, small, and portable. The entirety of the process was fun and educational to gain a better insight on ancient Egyptian amulets.

Community-Learning Opportunities



Student sharing teaching plan with area teachers at a 2019 Educator's Workshop I organized alongside an academic Symposium.

Student sharing research at the Teen Center at Musgrave Unity Springfield Boys and Girls Club (2022)



Community-Learning Opportunities ...for online learning/during Covid

Troche | HST 532/632 | Sample Lesson Plan

Directions are provided in red, and example responses are provided in Blue

Sample Lesson Plan¹

I. Name: XXXXX

II. Subject: World History (or otherXX)

III. Grade Level: XX

IV. Class Title/Topic: XXX

Example: Social Complexity, Status, and Rank in Ancient Egypt: Class #3—Identity(ies)

V. The Big Picture:

Where does this class fit into larger course themes, or within a sequence of classes? Where does this class fit into world history, or the study of a certain cultural group or time period?

Example

Status and class are social identity markers than mark certain people as belonging to a certain set of expected roles and behaviors, with access to certain resources. This perspective will frame how we approach the textual and material artifacts that form the foundation for our further studies into the daily life activities of "average" ancient Egyptians. This is the third in a series of three classes that are concerned with "Social Complexity, Status and Rank in ancient Egypt" and builds upon this foundational knowledge of the previous two classes. While speaking specifically of ancient Egypt, these theoretical frames are applicable outside of this course and outside of ancient history.

VI. Behavioral Objectives & Compelling Question:

Define the learning objectives for your students in this class. You should have I broader learning objective and at least 2 specific learning objectives. These objectives should be student-focused. They should communicate what your goals are for *student learning*, rather than being teaching goals. What compelling question drives this lesson?

Example Compelling question: How can we access ancient Egyptian conceptions of identity and how did these identities affect the day to day lives of "average" ancient Egyptians?

Example Learning Objectives: By the end of this class section, students will be able to:

- 1. Discuss the theoretical concerns associated with identity studies, based on assigned readings
- Identify the five elements that compose the self in ancient Egypt, with 100% accuracy
- 3. Communicate how hair in ancient Egypt has been used as an identity marker

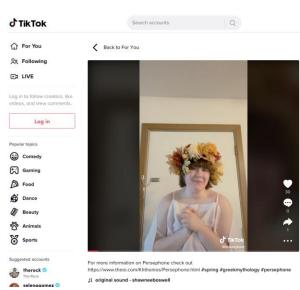


Springfield Branson National Airport (KSGF)

AVIATION ATRACTIONS IN SPRINGFIELD, MO







¹ Based on MSU HST 418/422/423 Student teaching documents (revised in 2016) and Inquiry Design Model Blueprint (Grant, Lee, and Swan 2014).

My Community Partners & Projects this Semester

Springfield Art Museum

Museum Outreach and Educational Programming Development; Artifact research.

[Future student exhibit in works, w/ Dr. Brinkman in WLC/Global Studies).

Dr. Nina Verbanaz's classes at Central High School Curricular Enrichment at Central High School.

History Museum on the Square

Nearly a dozen new and continuing projects with Archives and Education

Let's Reflect

- Are there things you are already doing in your classes that you think might be "service-learning"?
- ❖ Do you have any ideas as to how you can integrate a service-learning project into one of your classes?

3. Professional Development as High Impact Teaching Practice

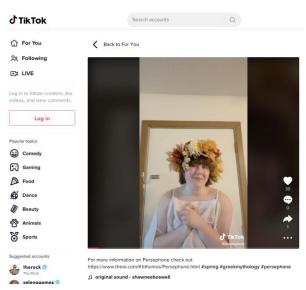
Professional Development

Growing emphasis on "Career Outcomes"

Hard and Soft Skills Needed

- Community Engagement
- Communication
- Computer applications
- Digital Media
- Video/photo editing software experience
- Content Creation/User Experience
- Teaching Experience
- Digital Humanities
- Synthesizing Research for different audiences





Professional Development in Service-Learning **Career Core Competencies**

	Missouri State Service-Learning Outcomes	NACE Career Readiness Competencies	Gen Ed Goals				
	Critical Thinking: (1) identify problems/issues, (2) understand the root cause of the problem/issue, (3) generate alternative solutions	✓ Critical Thinking/Problem Solving ✓ Leadership	1, 2, 5, 6, 12, 13, 14, 15		Communication: demonstrate the effective use of oral, written and listening communication skills	✓ Oral/Written Communications ✓ Digital Technology ✓ Leadership	3, 4, 5, 6, 12, 15
	Career and Teamwork: (1) demonstrate strong leadership skills, (2) be able to work well in teams and with others, (3) obtains the skills to work in a career, (4) recognize that what you do in your job or work might have implications beyond the local community	✓ Career Management ✓ Leadership ✓ Professionalism/Work Ethic ✓ Teamwork/Collaboration	k		Public Affairs Mission: (1) recognize the importance of contributing knowledge and experiences to your community, (2) recognize the importance of scientific principles in the generation of sound public policy, (3) recognize and respect multiple perspectives and cultures, (4) articulate your value systems, act ethically within the context of a democratic society, and demonstrate engaged and principled leadership	✓ Leadership ✓ Professionalism/Work Ethic ✓ Global/Intercultural Fluency	1, 2, 6, 8, 9, 12, 13, 14, 1
NA	ACE = National Asso	cation of		3	Sustainability: understand how your work is connected to sustainable efforts (socially, economically and environmentally)	✓ Global/Intercultural Fluency ✓ Leadership ✓ Critical	8, 10, 11

Colleges and Employers

Thinking/Problem Solving

https://www.missouristate.edu/CASL/faculty.htm

Key Take-Aways

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Questions?