Building a Global-Local Connection: Implementing a Critical Online Service-Learning Course

Presenters:
Tyler Derreth, PhD
Maggie Wear, PhD
Elise Thompson
Course Development Team

- **Mindi Levin**, Health, Behavior and Society, JHSPH (SOURCE Director)
- **Gundula Bosch**, Molecular Microbiology and Immunology, JHSPH (R3 Director)
- **R. Tyler Derreth**, Health, Behavior and Society, JHSPH (SOURCE Associate Director)
- **Maggie Wear**, Molecular Microbiology and Immunology, JHSPH (Instructor, R3 program)
- **Kathy Gresh**, Center for Teaching and Learning, JHSPH
- **Mia Lamm**, Center for Teaching and Learning, JHSPH
Teaching Team

- R. Tyler Derreth, Co-Instructor
- Maggie Wear, Co-Instructor
- Elise Thompson, Teaching Assistant
- Alex Warrick-Adams, Executive Director, ELEV8
- Melodie Cunningham, Director of Research Development and Marketing, GEDCO
Innovations behind online service-learning course
OSL stems from traditional charity and consultative models

Four main types: I, II, III, and IV (or Extreme Online Service-Learning)

I, II, and III are all hybrid online/in-person formats

Type IV is completely virtual and has usually been labeled the most limited type
• A number of scholars note that this type is the most consultant-centric model of service-learning
Aims of Our Critical OSL Framework

- To facilitate transformative learning experiences over transactional ones
- To invite students across the world to collaborate with our home communities in Baltimore
- To reform online service-learning pedagogies by centering justice and acknowledging the diversity of our students and communities
- To learn from and with each other to advance equity and justice through our collaborative work
Dialogic Communication

- Podcast-style conversations on challenging topics like racism, equality, and justice encourage *Social Change*.
- Encouraging various types of communication allows for *Authentic Relationship* development between students, student:CBO, and student:professor.
- Breaking down the authority structures leading to interaction biases begins the process of *Redistribution of Power*.

Cross-Contextual Reflections

- Students examine how their community is similar/different than Baltimore; *changing perspectives about Baltimore*.
- Students experience their own community in a new way by examining how it compares to Baltimore *changes student relationships* with their communities.
- As students reflect on the effects of authority, like police, in their community and in Baltimore they see how *sources of power have molded the communities they experience*.

Positioning oneself as an Ally

- Podcast-like conversations explore investment/disinvestment in underserved communities enabling students to see how they play a role in *Social Change*.
- Having conversations with CBO leaders, students not only connect with the community, but *develop a collaborative relationship with stakeholders* in that community.
- Students and CBOs collaborate to develop evaluation tools, thereby putting both in *positions of authority*.
Implementing Community-Based Practice Through Civic Engagement Projects: An online service-learning course
You may want to reference "Goals 1 and 2" from proposal to showcase first steps towards achievement of some of the phases.
Content Development: Interaction points for students

- Conversational Interviews: Practical Applications
- Conversational Interviews: Community Connections
- Lectures: Educational Content
- Community partner projects
- Assignments
Dialogic Communication: Methods to move from contract to meeting point

- Virtual Introductions
- VoiceThread "Conversations"
- Conversational Interviews
- Discussion Forum Prompts
- Zoom meetings
Virtual Introductions and VoiceThread “Conversations”
• Discussion of Community issues (like justice and racisms) as well as educational aspects of the course (like types of evaluations and connecting to everyday live)

• Use of directed discussion prompts to drive reflective practice and encourage a deeper level of communication.

• Course is online, but "in person" meetings can help with comfort of conversation for all involved.
Assignment Design - Reflection

The three tenants of reflection

What?

So what?

Now what?

Keeping students connected:

• Comparison between hometown and Baltimore
• Consider justice issue
• Both written and video/presentation
Building Allyship: Projects with CBOs

- Allyship is a marker of how we place ourselves in support of existing community processes
- CBO-designed projects were integrated into our class
- Community goals were our course goals
- Students worked with partners to design assessment tools
- Partners and students worked to communicate context, challenges, needs, and goals to design a tailored product for communities our partners serve
Outcomes and Applications
Outcomes of Course

CBO Partners:
- The work on the **Volunteer Survey** will allow my organization to assess the needs and satisfaction of our volunteers. It will also give us a tool to improve our volunteer recruitment process as well as help us establish a volunteer database.
- The students developed an **assessment tool that we are using now with our parents and teachers**. Students were very easy to work with and self-directed.

Students:
- The most significant finding in this project was that we need to **switch from a researcher-centric mindset to a community-based mindset** when working in the community as a public health practitioner.
- This course and the process of working in a team to address the needs of a Baltimore community-based organization **has been like none other in a sense that it was such a collaborative effort**.
How this applies universally

- Reflection
- Engagement
- Movement from contract to meeting point
Acknowledgments

Leaders in the background
Mindi Levin (SOURCE), Gundula Bosch (R3ISE center), Kathy Gresh (CTL), Mia Lamm

- Our Students and Baltimore-CBO partners (Alex and Melodie)
- Center for Teaching & Learning Production Team

Funding from the Digital Education & Learning Technology Acceleration grands from Johns Hopkins University Provost’s Office