BONNER
CENTER FOR CIVIC
ENGAGEMENT
University of Richmond

COVID-19 CONTINUITY PLANNING
Experiential and Community-Based Learning: Ideas for Changing my Mode

The University has some good information posted for redesigning classes posted at:
https://preparedness.richmond.edu/planning/instruction/getting-started.html
https://preparedness.richmond.edu/planning/instruction/Strat-tools.html

We'd like to address some specifics related to experiential and community-based learning.

The structure of experiential learning pedagogy is that you have a learning objective (or objectives) that the experiential portion of the class addresses. You have assigned some kind of activity to help students learn about the objective(s), and they reflect orally, in writing or both. Several different graded pieces might be connected to the experience.

If students can't do the planned activity, what can you do?

In general, the idea is to still meet the learning objective you had in mind with the original associated CBL assignments if at all possible.   Assuming that, here are mode-specific details and suggestions:

1. Study Trips: Postpone or Substitute?
    a. If the CCE has arranged your transportation, we will cancel it for you
    b. If your trip involved entrance tickets that we handled getting for you, we will contact the museum (etc.) to reschedule if you would like to reschedule. None of us know at this point what will happen after April 3. Do you feel comfortable postponing your decision about rescheduling? IF not:
    c. substitute something that allows them to write a reflection similar to the one you had In mind for the field trip? Consider a broad spectrum of media and "texts"— movies, podcasts, TED talks, outdoor activities, talking to family members or people over the phone, doing a "virtual tour" through the website of the place you were going to visit…
2. Student Volunteering:
At this time, all University of Richmond sponsored in-person community engagement is suspended until at least April 3.
    a. We have shared this statement with community partners. We committed to be in contact sometime next week to alert them of what will be possible the following weeks.
    b. You are the one who sets the parameter for how many service hours are necessary to satisfy the requirement. Change the number; be flexible. We suggest the

practice of "grading the learning, not the hours" so this facilitates adjusting what we can control (assignments and grading) and doesn't put pressure on us to control what we can't (partner sites).

    c. Partner sites are reeling from this chaos as well. Many school systems are considering closing and/or going online, and that will affect the after-school programming. The CCE is doing our best to collect updates from known community partners. We are currently considering how we can best connect faculty with partner information. If you have preferences or ideas, please share!

3. Collaborative Projects:

    a. If your project involves students going to sites to collect information, to present, to collaborate, etc., its continuation depends on where they are in the process. As we in the CCE understand the continuity policy guidelines, students cannot go to partner sites as part of a class or for any UR sponsored activity through April 3. What parts of the project can be done through online groups, phones, Zoom, etc.? For tech suggestions, see: https://preparedness.richmond.edu/planning/instruction/Strat-tools.html

4. Speakers:

    a. Zoom gives you several options for how you might still incorporate your speaker into the online class: https://spidertechnet.richmond.edu/TDClient/1955/Portal/KB/ArticleDet?ID=100515

5. Clinical/Internship/Student Teaching:

    a. We have heard of some internships being cancelled through the organization. Consider the suggestions for "student volunteering" (above).