Temporary Modification of SE 195/W - Field Work Hours not Required
Resources and Ideas for Teaching SE 195/195W
Last update: April 10, 2020 2:00 p.m.

New Additions:
4/10: Added sample discussion board prompts and resource from NACE - Filling the Void for Students with Academic Projects
4/7: Added FAQs, supporting students, FS focus group video, - see yellow highlights
3/25:   Added additional suggestions for observations in FAQ.

This is a working document for the Spring and Summer 2020 Social Ecology 195/W Faculty. Our goal is to provide tips, tricks and ideas for teaching field study remotely and when students are not completing field study hours.   Given that everyone is adjusting to the remote learning environment and many students have moved home, the overall emphasis is on a quality learning experience with a focus on applying ideas that they have learned in the classroom. Given that they are not doing actual field study hours, time spent on assignments can be significant (eg 4-5 hours week).   A colleague at Portland State University puts it best, 'Remember this quick switch in teaching and learning is likely **uncharted water for us all**, including your students and community partners. **High quality community based learning isn't about logging a certain number of hours, it is about being responsive to community partner needs.** Perhaps at this time, the ultimate way to be community-minded is to be distanced.' We share the outcomes here. Ideas for supporting students in making progress toward the learning outcomes are in the FAQ Section.

Through field study <u>all</u> students will:

- synthesize current and prior academic work to address an issue identified in the course of your fieldwork
- record and analyze field observations in relation to a theoretical question, professional pathway or social issue
- communicate your analysis orally and in writing

In addition to the above, students in SocEcol 195W, Field Study Writing Seminar will:

- Demonstrate rhetorically effective, discipline-specific writing and communication for appropriate audiences.
- Demonstrate, at an advanced level of competence, use of discipline-specific research methods, genres, modes of development, and formal conventions.
- Demonstrate advanced information literacy skills by locating, evaluating and integrating information gathered from multiple sources into discipline-specific writing.

Full unmodified standards and student learning outcomes available at: [Field Study (Social Ecology 195 and 195W) - Student Learning Outcomes and Minimum Standards](#). This includes minimum paper/project lengths, sources, etc.

FREQUENTLY ASKED QUESTIONS

How do I structure my course?
- Consider weekly or bi-weekly meetings using Zoom.
  - Create breakout rooms so that students can congregate based on a topical area of interest (use the student research ideas to assign students)
- Videorecord your lecture/topics and let students view on their own time
  - Create prompts for students to discuss topics via message boards
- Create "entry" or "exit" tickets. "Basically, an entry/exit ticket is a question or prompt that students respond to...in a digital discussion forum (e.g., Canvas, Twitter). For an entry ticket, give students the first five minutes of class to write down their thoughts and then collect them. For an exit ticket, give students the last five minutes of class, and then collect their responses. You might ask students to write down their burning question of the day, or to write down something you haven't discussed yet that they think you should be discussing. Make sure you collect their responses."[1] See https://www.insidehighered.com/advice/2020/03/11/ensuring-online-teaching-engages-students-and-maintains-community-opinion. Scroll down to: "A Simple Way to Create an Engaged Learning Experience Online"

How can the students conduct observations when they are not doing hours?
- Given current circumstances, "field observations" will require reviewing materials that are available remotely, such as records, media coverage, social media sources, websites, videos, reports, etc. on a topic relevant to community, societal, or current events.
- Create hypothetical situations that students might experience at their site or have them create hypothetical situations
- Review regional Council of Governments sites for community issues and develop proposals to address an issue of interest. Here are a few:
  - San Gabriel Valley Council of Governments- https://www.sgvcog.org/
  - Southern California Council of Governments - https://scag.ca.gov/Pages/default.aspx
  - Orange County Council of Governments - https://www.occog.com/
- Non-Community Based Learning CBL Ways to Connect Your Course with the Community
- Check with UCI Libraries to see if there are streaming videos on topics of interest to the students.

How do I support students in figuring out a research topic, now that they aren't doing hours?

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[1] From https://www.hastac.org/blogs/ckatopodis/2019/03/04/entry-exit-tickets-way-share-intellectual-growth-students (retrieved 2020 March 24 3:15 p.m.)

- Review your course rosters for ideas that students have for their research
- Suggest they conduct informational interviews of professionals about a typical day (or even a day in the life under the current federal and state orders)
- Place-based study - students could use on-line data to review the services of an agency and discuss the population data and the impact of the services provided by an agency.
  - Possible data sources (quantitative, naturalistic, and qualitative)
    - U.S. Bureau of Labor Statistics - www.bls.gov
    - U.S. Census - https://www.census.gov/data.html
    - UC Undergraduate Experience Survey - https://www.universityofcalifornia.edu/infocenter/ucues-data-tables-main
    - U.S. Department of Education - https://www2.ed.gov/rschstat/landing.jhtml
    - Crime statistics on local law enforcement pages.
    - UCI Metropolitan Futures Initiative Reports - https://mfi.soceco.uci.edu/category/research/
    - YouTube videos of peoples experiences with COVID-29
    - Ted Talks
- Search grants on a topic of interest and draft a hypothetical grant proposal
- Use the Sample Assignments resource available at: https://fieldstudy.soceco.uci.edu/sites/default/files/uci-only/sample_assignments.pdf. This is a compilation of assignments from prior 195 courses. Consider modifying to include hypothetical or fictional environments. Take a look at the Policy Paper assignment.
- Conduct research related to something they were going to do/that interested them in the site they accepted a placement with.

How do I teach writing skills on-line?
- UCI's Campus Writing and Communication Coordinator has compiled resources for faculty who are teaching writing courses on-line: http://writing.uci.edu/resources/facultyinstructor-resources/online-writing-instruction-resources/.

How can I support my field study students' professional development now that they are not putting in their service hours?
- The Division of Career Pathways offers multiple on-line career readiness resources. Please see the resource list below for details.
- Encourage them to list the acceptance at their site on their resume - and include the organization mission/vision - with the notation that hours were not realized due to pandemic.
- Pair students and have them conduct mock-interviews via Zoom/Skype, etc and upload video to the course website.

- ○ Refer them to the Division of Career Pathways Career Toolkit (page 32) for potential interview questions.

How can I use this small group seminar to support our students under these circumstances?

- Provide clear instruction on how to use the technology you are employing to teach the course
- Have them introduce themselves via zoom meeting or message board and each provide a suggestion or advice on what they are doing to cope with the changes/stresses
- Create assignments and opportunities that help them connect. Many report feeling isolated and sad (see How can I support ...professional development for an idea)
- Create some assignments with no due dates
- Think of student wellbeing first - for example record lectures so that students can watch at a time that best works for them.
- Be sensitive to their emotions. Many students are disappointed about not doing hours.

Are there films, recordings, readings that might be engaging for the course?

- [Recommended Films for Community Engagement](#)
- [Community Engagement Reading List](#)
- Paul Loeb
  - ○ Soul of a Citizen, Living with Conviction in Challenging Times
  - ○ The Impossible Will Take a Little While

How can I incorporate presentations into my course?

- Students create a five minute podcast uploaded to Canvas.
- Students do a video Mock Interview of Zoom, record and post - one student serves as interviewer, the other the interviewee (Students can use Division of Career Pathways

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RESOURCES

Community Based Learning

Portland State University - [Community Based Learning in times of Social Distancing, Isolation and Quarantine](#).
This site has a number of resources that inspire and guide. Here are a few selected resources to get you started.
- [Building Community in Your Online Course](#)
- [Transforming Your Online Teaching from Crisis to Community](#)
- [Non CBL Ways to Connect your Course with the Community](#)

- [Equity and Social Justice related CBL Resources](#)

Field Study Community Partner Guest Speaker. Consider inviting a community partner to speak in your class. We can reach out to specific community partners based on your (our your students') requests or can pursue our curated list available at:https://docs.google.com/spreadsheets/d/1F67_irlfihoNXso1mK1N1S-RQuvKT-lQWtIRLWjCOAE/edit?usp=sharing

Field Study Focus Group Video: As part of SocEcol 10, Research Design, Karna Wong conducted a focus group about field study. Group participants included students and community partners. You may request the video from Karna at karna.wong@uci.edu.

Career Readiness

UCI Division of Career Pathways
- **Request a Virtual Workshop** – We are offering all of our normally available workshops through Zoom for your classes, programs, and student groups. We welcome you to submit a request and we will coordinate with you.
- **Career-related assignments** – Use this link to access simple and effective career-related assignments for you to incorporate into your courses or programs to improve your students' career readiness.
- **Incorporating career readiness into your syllabi** – Learn how to easily incorporate career readiness competencies in your course syllabi and student job descriptions and see examples of other syllabi.
- **Filling the Void for Students With Academic Projects (NACE)**

Communication/Presentations

Toastmasters
- Have students attend a virtual Toastmasters meeting or invite a Toastmaster to give an online workshop on presentation skills. UCI Zotspeak - https://sites.uci.edu/zotspeak/

Writing Resources

- Video of Workshop – Field Study 195W – Spring 2019: https://drive.google.com/file/d/1ii4W7D_RCqpoeFOeZtjAE-GjG_Lnqo_z/view
- Synthesis Matrix: [https://drive.google.com/file/d/1ii4W7D_RCqpoeFOeZtjAE-GjG_Lnqo_z/vie](https://drive.google.com/file/d/1ii4W7D_RCqpoeFOeZtjAE-GjG_Lnqo_z/view)w
- University of Michigan – Sweetland Center for Writing – Using Peer Review to Improve Student Writing - https://lsa.umich.edu/sweetland/instructors/teaching-resources/using-peer-review-

to-improve-student-writing.html
- UCI Campus Writing Coordinator: http://writing.uci.edu/
- Also check out the Faculty section of the Field Study website for rubrics.

Sample Discussion Board Prompts

- Where is/was your field study location? Will you try to conduct some work remotely with your field study location? If yes, describe how you will work remotely?
- What type of career are you interested in? Are you interested in working in the private, public, or nonprofit sector?
- Who are you thinking about asking to do an informational interview* with? Do you need assistance finding someone to interview? If yes, what kind of professions are you interested in asking someone for an informational interview?
- What do you think would be five good interview questions to ask your partner for the Assignment #2: Mock Job Interview assignment*?
- Describe your experience conducting a mock interview with your partner. What was the most challenging interview question? What did you do well on and what do you need to improve?
- What do you think your research question will be for the informational interview paper? Have you been able to find peer-reviewed academic articles about your research question?
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- Describe your experience conducting an informational interview and writing your paper. Did you receive any helpful career advice? Write in this discussion forum one important/meaningful direct quote from your interviewee.