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Reaching Out to Partner Organizations during the Pandemic through E-Service Learning

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The unprecedented closure of schools in the Philippines amidst the COVID-19 pandemic has forced educational institutions to transition from conventional learning to online learning.

The DLSU partner organizations belonging to the poor and marginalized sectors of society were heavily affected by the community quarantines that the national government imposed in the entire Metro Manila. Mindful of its role in society, the DLSU continues to learn while pursuing social engagement through electronic Service-Learning (e-SL). The e-SL allowed the students to reach out to these partner organizations through online delivery of service.

The purpose of this study is to 1) describe the situation of the select partner organizations and their members during the lockdowns caused by the pandemic; 2) identify the e-SL activities extended by the students to select partner organizations. To answer these research questions, a quantitative and qualitative research design was employed by administering an online survey to partner organization representatives.

Results of the study revealed that most members of the partner organizations lost their jobs and sources of livelihood. In response, the DLSU students conducted a donation drive to raise funds to purchase food packs, medicines, and hygiene supplies for the immediate need of the members of the organizations. Community leaders' participation in the entire e-SL project activities resulted in developing a more sustainable projects such as capacity building, development of educational materials, and organizational development activities.

Keywords: electronic service-learning; e-service-learning; community outreach; COVID 19 pandemic; online learning

INTRODUCTION

When the COVID-19 pandemic hit the Philippines in March 2020, the entire Metro Manila was placed in a strict enhanced community quarantine resulting in a temporary work stoppage, restricted operation of many commercial establishments, cancellation of big events to avoid mass gathering, limited transport operations, and closure of schools. The national government imposed these measures to stop the spread of the coronavirus and ensure the health and safety of everyone.

In response to these restrictions on movement, the DLSU transitioned from face-to-face learning into remote learning. It is facilitated by a learning management system (LMS) accessed through the internet. Various online communication platforms and tools were used to continue with the learning process through synchronous and asynchronous learning methods. These digital tools and platforms are Canvas (Animospace), Zoom application, electronic mail, Facebook, and others. In the online learning format, the use of technologies such as smartphones, computers, tablets, and internet connections is paramount.

However, at the onset of the lockdowns, the courses with Service-Learning (SL) components were discontinued as they highly depend on in-person interaction with the people from the community. Service-Learning is defined as a

course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs, and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility (Bringle & Hatcher, 1999, p. 113).

DLSU uses service-learning as a teaching and learning methodology applied in select courses (or subjects). As stipulated in the DLSU Strategic Plan of 2011, all colleges are required to integrate Service-Learning in all their undergraduate and graduate academic programs. In response to this mandate and to support the university vision and mission, the Center for Social Concern and Action (COSCA), the social development arm of DLSU, formed the Service-Learning Program (SLP) as one of its major programs.

Being mindful of the role of Lasallians in society and pursuing S-L despite the pandemic, the SLP team offered the faculty members to recalibrate their syllabus and adopt electronic-service-learning or e-SL starting Term 3 of Academic Year 2019-2020.

The application of e-SL in the syllabus proves that the pandemic does not impede students' continuous learning, gaining experience, and civic engagement. Inspired by the constructivism principles, students continue to learn outside their homes and create reflections and ideas based on their virtual experiences. The constructivism learning theory means that people actively construct or make their knowledge and that reality is determined by their experiences as a learner. Learners use their previous knowledge as a foundation and build on it with new things that they learn (Western Governors University, 2020).

From Face-to-Face Service-Learning to E-Service-Learning

According to Waldner et al. (2012), E-service-learning occurs when the instructional component, the service component or both are conducted online. The development of e-SL evolved due to the proliferation of the online learning mode in many universities abroad (p.125). He emphasizes that online learning has grown significantly in the last decade, particularly in the United States. Nonetheless, e-service-learning remains rare. The pace of growth of service-learning offerings online has not kept pace with the online student population growth. Because few schools or instructors are using e-service-learning, most online students do not receive service-learning benefits. Dailey-Hebert et al. (2008 cited in Waldner et al., 2012) suggested that a movement to electronic-service learning may force some service-learning practitioners to abandon their service-learning endeavors if they cannot transition successfully online.

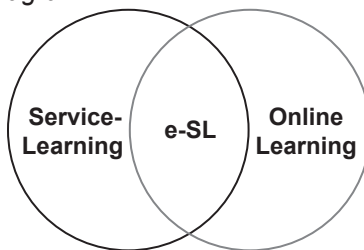
Furthermore, Waldner et al. (2012) argued that online learning is a facilitator rather than a barrier to service-learning. E-service learning holds the potential to transform service-learning and online learning by freeing service-learning from geographical constraints and equipping online learning with a tool to promote engagement. Thus, e-service-learning is not a mere pedagogical curiosity; instead, it is a key to the future of service-learning (pp.123-124).

Waldner et al. (2010) explained that online service-learning is important because

Service-learning may be particularly useful for adult learners often found online because it engages their life experiences and ability to learn from hands-on. Moreover, E-service learning may compensate for the lack of interaction that can occur in traditional distance learning courses. Combining service learning with internet instruction may introduce a new motivation to e-learning while applying knowledge in a real-world setting. A third reason involves the viability of service-learning itself. With so many courses and students increasingly online, service learning itself must go online to remain relevant and viable. Additionally, e-service learning courses open up the world of service-learning to students that would otherwise have limited access to it due to disabilities, rural location, or work or family schedule conflicts (p. 3).

To illustrate e-SL, Figure 1 shows the intersection of service-learning and online learning, describing the focus of most literature on e-S-L.

Figure 1
E-Service Learning Diagram



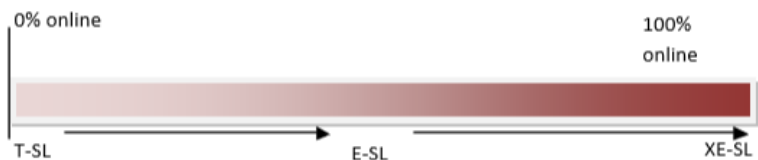
An Emerging E-Service-Learning Typology

Figure 2 shows the continuum implying that service-learning is constantly evolving. From the left of the spectrum is the traditional service-learning, with both the instruction and service on-site or 0% online. At the other end of the spectrum lies extreme e-service-learning with 100% of both the instruction and service online. The nascent forms of e-service-learning

that lie between the extremes of traditional service-learning and extreme e-service-learning have been neither characterized nor rigorously studied (Waldner et al., 2012, p. 133)

Figure 2

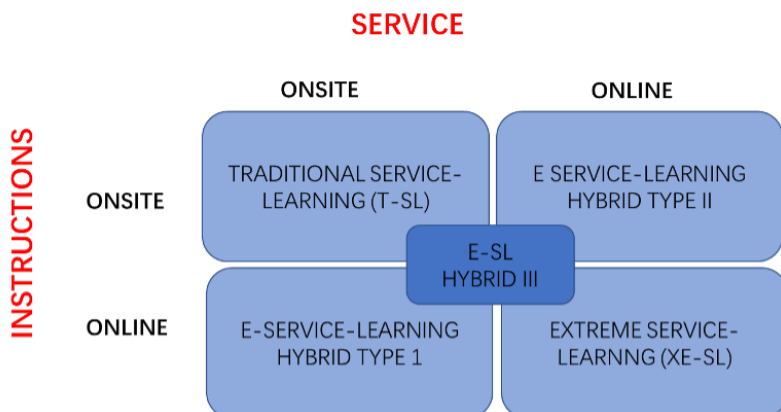
The Continuum of Service-Learning



According to Waldner et al. (2012, p. 133), the literature review suggested that e-service-learning generally occurs in a hybrid model, with some aspect of instruction and/or service occurring online. The e-SL typology shown in Figure 3 provides a starting point for characterizing different forms of service-learning. The literature review revealed four types of e-service-learning: Hybrid Type I (service fully on-site with teaching fully online), Hybrid Type II (service fully online with teaching fully on-site), Hybrid Type III (a blended format with instruction and service partially online and partially on-site), and extreme e-service-learning (100% of the instruction and service online). Users should be sensitive to these differences among the four types because each type features different products, partners, and limitations.

Figure 3

Types of E-Service-Learning



Because of the pandemic, courses with SL components in DLSU are conducted 100% online or extreme SL. The extreme e-SL was implemented to sustain students' active social engagement with partner communities, especially those heavily affected by the pandemic, through pure online delivery of service.

Before implementing e-SL, the first step was to conduct an online survey among the 15 SL partner organizations to assess their current situation. The online survey was administered by the COSCA -Partnership, Network and Development Program (PNDP). Based on the results of this survey, the key officers and community leaders revealed that they lost their sources of income due to the prolonged lockdowns. Several organizations temporarily stopped their operation. Some are working from home. Life became more difficult, and many of them depended on government assistance. Many are fearful of the virus. However, despite their current circumstances, most partner organizations are still willing to continue their partnership with the students even through online mode. Online learning requires stable and secure technologies that are crucial for efficient communications and interpersonal exchange. The partners' involvement in e-SL was based on their capacities and familiarity with the technology, such as basic email, conferencing platforms (i.e., Zoom, Google, Facebook), threaded discussions, or real-time chat and instant messaging.

In this context, these research questions are raised: What is the current situation of the S-L partner organizations during the COVID-19 pandemic? What e-SL activities were extended by the students to select partner organizations? This research attempts to contribute to understanding the community situation in times of the pandemic. It also intends to provide information on the use of electronic service-learning as a teaching pedagogy and a useful method for remote learning. This study serves as a reference in developing guidelines for online service-learning of the university. It could also be used to develop programs and services for the community as a social response to the COVID-19 pandemic. Various organizations can use the results to facilitate remote community engagement activities and find an effective approach to strengthen their partnership with educational institutions. Furthermore, this research can also be used by the students and faculty members looking to broaden their community outreach strategy through online delivery.

The primary expected users of this study are the DLSU-COSCA staff, faculty members, students, partner organizations, and the community. Concurrently, the secondary users include the various stakeholders from the Philippines and abroad.

Objectives

The objectives of this research are to:

1. Describe the situation of the select partner organizations and their members during the lockdowns and government restrictions caused by the COVID -19 pandemic.
2. Identify the e-SL activities and projects extended by the students to select partner organizations.

METHODOLOGY

This research employed a quantitative and qualitative research design that involved using an online survey. This study selected convenience in distributing the tool providing ease of distribution and retrieval. However, the results cannot be generalized as convenience sampling was used.

Purposeful sampling was utilized in the selection of participants for this study. Purposeful sampling is a method that allows the researcher to select a sample population based on prior information (Fraenkel et al., 2012.). This means that respondents are selected based on the defined selection criteria. In this sampling method, all respondents to the online survey are DLSU-COSCA partner organizations involved in the S-L activities of the students.

On the students' part, data were gathered from their project documents, e-journals, and project outputs submitted to COSCA SLP coordinators and partner organizations.

Participants

Community Partners

The DLSU-COSCA community partners are from people's organizations, non-governmental organizations, faith-based organizations, and

foundations. For more than five years, most of them have been involved in various curricular and co-curricular social engagement activities with the Lasallians.

The total number of respondents in this survey is 275 from 64 partner organizations and communities. For this study, only those partner organizations involved in the service-learning program were included. This covers 24 respondents from 15 SL partner organizations located in seven (7) cities in Metro Manila (Manila, Pasay, Caloocan, Malabon, San Juan, Quezon, Muntinlupa). The respondents' positions in their respective organizations are head of the organizations, program staff, key officers and members, parent volunteers. Of the total respondents, 11% are male, and 89% are female.

Students

There were 405 students involved in this study taking the Corporate Social Responsibility (CSR) class in Term 3, AY 2019-2020. This comprised eleven (11) sections with five (5) faculty in charge. This course is co-managed by the SLP team; thus, they have access to all the e-SL program documents. There are two types of CSR classes, the CSR and Governance (CSRGOVE) taken by third-year and graduating students. The other type is College of Business CSR and Governance (COBCSRG), taken by mostly first- and second-year students. Three hundred eighteen (318) COBCSRG students participated in e-SL, while 87 CSRGOVE students participated.

Instruments

The coordinators of the COSCA Partnership, Network and Development Program (PNDP) initiated the assessment of the situation of its partner communities during the community quarantines imposed by the national government in the entire Metro Manila. The online survey was administered using Google Forms from June 13 to June 29, 2020. The objectives of the survey are 1) to determine the current state of partner organizations and how pandemic has impacted their organization and the clients/community they serve; 2) to determine the top priority needs of the partner organizations; 3) to determine the capacity of partners in telecommunications. Only the first and second question of the survey were aligned with the research objectives and result of the analysis.

RESULTS

The succeeding discussion presents the result of an online survey of the partner organizations. It also presents the projects extended by the CSR students in the new normal.

The members of these partner organizations and communities were severely affected economically, financially, physically, and mentally due to the pandemic. The COSCA-PNDP team reached out to these partners by regularly communicating with the key officers to know about their situation. An emergency relief operation was launched to respond to partners' immediate needs.

The PNDP team conducted an online survey to learn more about the local condition. The survey was made to engage in conversation with community organizations to understand how the pandemic has impacted their organization and the clients/community they serve. The result of the survey provided a basis for the students' social response and the kind of S-L project needed by the organization.

Results of Online Survey of Partners

The Google form is divided into three parts: Part 1 on the Community Situation, Part 2 Partner's digital connectivity, Part 3 Readiness of partners for virtual social engagement. Parts 1 and 2 answer the research question: What is the current situation of the S-L partner organizations during the COVID-19 pandemic?

Part 1 Community Situation

The respondents were asked about the assistance they received during the enhanced community quarantine. The top three responses are relief assistance through food packs, financial assistance, and personal protection supplies (i.e., Face masks). The agencies that assisted are the Barangay (village), local government unit (LGU), and Department of Social Welfare and Development (DSWD).

When asked about the situation of the community in terms of health, the respondents mentioned that some felt generally good and safe. Some confirmed that there are increasing COVID cases in their community. Many

are very fearful of the virus. Others mentioned that they were running out of food and hygiene supplies. In terms of livelihood, a few mentioned that life is more difficult these days; some have lost their jobs; thus, they have no income, and they depend highly on government assistance. Others were lucky to continue their work remotely. There is limited transportation resulting in restricted mobility. In terms of education, schools are closed, and their children have difficulty with their blended learning. In terms of organizational operations, some organizations stopped their operations temporarily while the other organizations' personnel were working from home.

When asked about how Lasallian can respond to the needs of the organization or community, these were the common answers: development of issue advocacies and information materials (i.e., health, education), provision of relief assistance (i.e., food, medicines, milk, vitamins, PPE, etc.), development of e-learning strategies and materials, financial assistance, the conduct of webinars, and livelihood assistance/program.

Part 2 Partner's Digital Connectivity.

The respondents were also asked if they were using the internet. About 87% of the respondents said "yes," while 13% said "no." On the reasons they are using the internet, the top three answers are communication, work, and coordination tasks.

Figure 4
Internet Access at Home

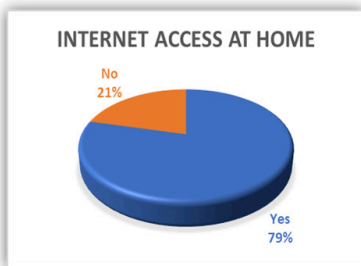


Figure 5
Use of Email



When asked if they have internet access at home. About 79% of the respondents said "yes," while 21% said they "do not have internet access." Those with internet access were asked how they gained access, and the

answers are through postpaid Wi-Fi, prepaid Wi-Fi, and mobile data. All or 100% of the respondents said they have an active email address. When asked how often they use their email, 75% said they use it “every day,” 21% only “if needed,” and 4% only “2-3 times a week.”

Figure 6
Type of Gadget

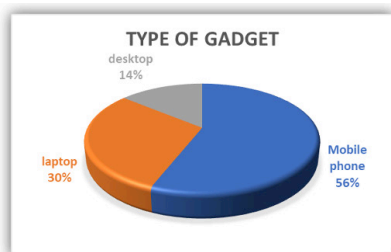


Figure 7
Best way to Reach



On the gadgets or devices they use for the internet, 56% use mobile phones, 30% use a laptop, and 14% use computer desktops. The top three answers on the commonly used communication applications are Facebook, Facebook Messenger, Gmail/Yahoo mail, and YouTube. When asked about the best way to reach them through an online platform, 47% said they could be reached through Facebook messenger, 29% via Zoom, 11% through Google Meet.

Part 3 Readiness of Partners for Virtual Social Engagement

Figure 8
Readiness for Virtual Engagement



The respondents were asked about their readiness for virtual engagement. About 75% of the respondents said they are “willing to participate in virtual meetings and online classes” through various online platforms. Twenty-five

percent (25%) of the respondents said they are “not familiar” but willing to learn. About 71% of the respondents are “familiar with webinars or online seminars,” while 29% are not.

The respondents were asked about possible challenges they might experience during online activities. Common responses are the “lack of devices for online work,” “poor internet connection,” lack of “knowledge and experience on online learning,” lack of “readiness,” and “additional cost” this may entail. For the PWD sector, the respondents confirm that it will be difficult to perform online tasks due to their multi-disability conditions.

When asked about their openness to continue online service-learning and virtual coordination with COSCA personnel, 100% said “yes.” On ensuring their participation in virtual social engagement and online communication, the respondents said they could be reached through email, social media, and video calls. Proper orientation on their responsibilities and schedule of activities is vital to ensure their participation. Regular coordination and advance notice are also vital for preparing them for online activities.

Students’ e-SL Projects

This section describes the CSR students’ e-SL projects extended to their partner organizations. It also answers research question number two: What e-SL activities were extended by the students to select partner organizations?

Students who participated in the e-SL class are taking Corporate and Social Responsibility (CSR) from the College of Business. For better classroom management and to ensure student participation, each section, depending on the class size, was divided into three (3) to six (6) groups with three to five members. Each group came up with a project addressing the identified need of their partner community/organization using the rights-based approach. The elements of the rights-based approach to development include expressing linkage to rights, accountability, empowerment, participation, non-discrimination, and attention to vulnerable groups (Khadka, 2012). Applying the rights-based approach in project development, the students implemented 53 projects with the partner organizations either members of or caters to the vulnerable and marginalized groups. Table 1 presents the list of students’ partner organizations.

Table 1*List of e-SL Partner Organizations*

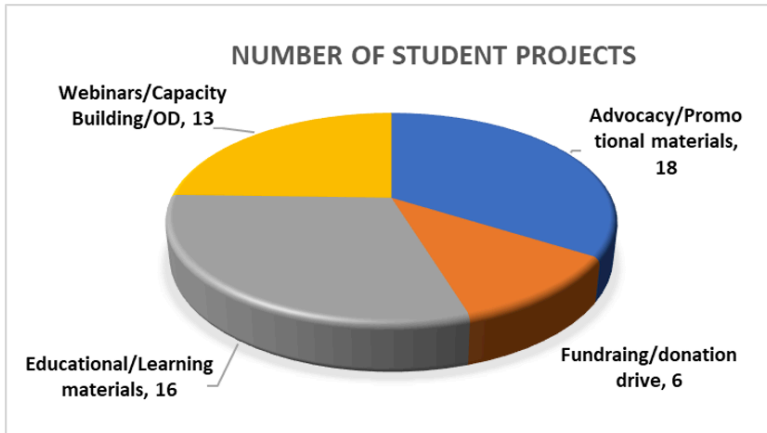
NAME OF ORGANIZATION	NATURE OF ORGANIZATION
Educational Research and Development Assistance Foundation (ERDA)	An NGO that promotes the improvement of the quality of life of marginalized Filipino children and youth through education and support programs in partnership with their families, schools, and communities.
P. Valenzuela Elementary School (PVES)	Public elementary school in Valenzuela City, Metro Manila
Handicapped Lourdes Center, Inc. (HCL)	An NGO that brings the love of Jesus Christ into the multiple-handicapped individuals through residential daycare, physical therapy, and advocacy programs.
Ministry for Children's Education and Catechesis (MCEC)	A church-based organization composed of volunteer catechists that provide values formation, academic assistance, and ecclesiastical activities for children in the surrounding urban poor community.
Mission Ministries Philippines (MMP)	An NGO that focuses on an early child development program
Kapisanan Ng Mga Kamag-Anak At Migranteng Manggagawang Pilipino, Inc. (KAKAMPI)	An NGO that aims to empower overseas Filipino workers (OFWs) and their families through organizing, advocacy, campaign, gender responsiveness, and partnership projects.
GEMS Heart Outreach Development Inc.	An NGO that supports urban poor children's education, families, and communities with sustainable projects and services
Motortrade Life and Livelihood Assistance Foundation (MLALAF)	An NGO that aims to empower individuals, families, and community with knowledge, skills, and biblical values producing quality life and responsible citizen. It is also a service provider of the Alternative Learning System (ALS) in partnership with the Department of Education for the out-of-school youth.
Tahanan Outreach Programs and Services (TOPS)	An NGO that provides an educational program with a focus on music, arts, and technology to the underprivileged children as well as those with learning disabilities

Based on the needs of the partner organizations identified during the partner's virtual orientation, the CSR students extended e-SL projects

such as advocacy and promotional materials, development of educational and learning materials, the conduct of webinar/ capacity building, and organizational development activities, and fundraising. Figure 9 shows the type and the number of community development projects done by the students.

Figure 9

Types and Number of Students' e-SL Projects Extended by the Students



As described in Figure 9, 18 advocacy and promotional materials were developed by the students. These online advocacy materials focused on the sectoral issues to which the partner organization would like the public to bring awareness. These issues are related to the plight of the PWDs (persons with disabilities), OFWs (Overseas Filipino Workers), underprivileged school children, and urban low-income families. There are also several materials done to promote online programs and services of the partner organization.

The student prepared 16 digital education/learning materials for the public school children and ALS (Alternative Learning System) learners who were attending online classes. These materials were prepared for public-school teachers and ALS instructors as visual aids during virtual class.

There were 13 capacity-building activities and webinars to address specific training topics that the partner organizations identified. Moreover, because there is no face-to-face activity, the training or lecture-discussion and demonstrations were pre-recorded, and video tutorials were produced on business leadership, cooking, gardening, livelihood, and digital marketing. A

webinar on OFWs was also organized where a speaker was invited to deliver the talk.

Furthermore, six (6) donation drives were conducted to solicit educational materials, relief goods, and hygiene supplies for the partner beneficiaries. A detailed list of e-SL projects done by the CSR students is shown in Table 2.

Table 2

Type of Projects and List of e-SL Projects

TYPE OF PROJECT	LIST OF E-SL PROJECTS
Promotional/Advocacy materials	<ul style="list-style-type: none"> ▪ Creation of social media pages to boost the popularity of local school ▪ Promotion of artworks of kids to be sold for fundraising. ▪ Online campaign to promote proper hygiene and sanitation through video tutorials for school children ▪ Online awareness campaign on the plight of the PWDs ▪ Awareness campaign on COVID-19 ▪ Online self-care materials on mental health issues of OFWs ▪ Infographics on the plight of OFWs for posting on the organizations' Facebook page ▪ Improvement of Facebook page and organizational website ▪ Organizational promotional videos (thrusts, programs, objectives, structure, situation during a pandemic) for posting on the organizational Facebook page ▪ Infographics on voters' education and voters rights ▪ Digital organizational primer (organizational profile)
Fundraising/donation	<ul style="list-style-type: none"> ▪ Donation drive/Fundraising for the following: ▪ Education materials (braille books, school supplies, crutches, wheelchair, installation of ramps) for children with multiple disabilities ▪ Hygiene kits (face masks, alcohol, wipes, vitamins) for children with printed brochures on proper handwashing, use, and disposal of masks ▪ School supplies and old books ▪ Relief goods ▪ An open platform for one-time solicitation project

Educational/Learning Materials	<p>Development of digital education and learning materials on the following:</p> <ul style="list-style-type: none"> ▪ Interactive virtual field trip for school children ▪ Interactive digital magazine on COVID awareness for children ▪ Video tutorials on stress management ▪ Informative videos on drugs ▪ E-learning activity for small business development ▪ Ecosystem conservation for ALS students ▪ Arts and crafts materials and videos ▪ Useful life's lesson ▪ Alternative Learning System high school modules ▪ Recycling for ALS learners
Webinars/ Capacity building/ Organizational Development	<ul style="list-style-type: none"> ▪ Upcycling of clothes to make marketable and effective PPEs and facemask. ▪ Video materials on livelihood development ▪ Digital marketing workshop ▪ Livelihood infection control workshop (soap and alcohol making) ▪ Cooking tutorials for children's meals ▪ Webinar on basic rights of OFWs during COVID crises ▪ Step by step braille and sign language workshop ▪ Container gardening ▪ Webinar on business leadership ▪ Technological education video tutorials

Applying the Lasallian Reflection Framework in e-SL

All social engagement activities in the university are guided by the Lasallian Reflection Framework (LRF): a continuous process of seeing-experiencing (Masid-Danas), analyzing- reflecting (Suri-Nilay), and acting-committing (Taya-Kilos) to manifest Lasallian core values of faith, zeal for service, and communion in mission (COSCA, 2012). Inspired by this, service-learning activities engaged students to understand community situations better, analyze the root problems, and address community needs through meaningful service and learning activities.

In the absence of in-person interaction with the people from the community, the SLP team reimagined the delivery of LRF without compromising the very essence of students' social engagement. Instead of an actual community tour, the class received an online partner's orientation via Zoom meeting in the see-experience stage. , Some partners presented a virtual tour of their community to appreciate the community situation better. The students identified possible projects based on the needs of the partner organization through their online interactions. In the analysis-reflection

stage, the students analyzed the community concerns through virtual consultation meetings with the key community leaders. The organization's profile and organizational webpage helped the students better understand their programs, services, situation, and needs.

Moreover, the students implemented projects through synchronous and asynchronous methods for the commitment-action stage. As shown in Table 2, some projects that emerged as a response to the COVID 19 pandemic. Table 3 shows how LRF was conducted, the e-SL process, and the applied online adaptation strategies and methods.

Table 3

Online Strategies/Methods (Guanzon, 2021)

LRF	E-SL Process	Online Strategies/Methods	
		Synchronous (Online, Real-time)	Asynchronous (Offline, Self-paced)
See-Experience (Masid-Danas)	Orientation <ul style="list-style-type: none"> E-SL Partner organization 	Video conference of presentation (PowerPoint presentation) and virtual community tour	Presentation materials, pre-recorded videos, and related literature are uploaded in Canvas (Animospace)/Google drive/Cloud storage
Analysis-Reflection (Suri-Nilay)	Project identification and Development	Virtual discussion between students and partner organization Online project proposal presentation of students to partners	Preparation of project proposal using a template as a guide
	Project Coordination and Feedbacking	Online consultation meeting Group chats (ie. Viber, FB messenger, text messaging, etc.)	Email
	Reflection	Group reflection/sharing using reflection guide through video conference Guided class online discussion Pre-recorded group reflection	Uploading of reflection guide and rubrics in Canvas/Google drive/Cloud storage Reflection is done in the form of e-journals, blogs, video blogs, photo essays, written essay

Commitment- Action (Taya-Kilos)	Project Implementation	Online project activity implementation such as a webinar, tutorials, Facebook/YouTube account creation tutorials, etc.	Uploading of project outputs in Canvas, Google drive (i.e., marketing materials, video tutorials, infographics, learning materials, etc.)
	Project Turn-over and Presentation	Oral presentation through video conference of the class and with the partner organization	Uploading of project outputs and video recording of presentation in Canvas/Google drive
		Questions are sent through chats or discussion boards	Recorded presentations are shared and distributed to the partner organization
	Evaluation	Live video conference discussion using evaluation guide	Uploading of project evaluation rubric Canvas/Google drive Online evaluation using Google Form Pre-recorded group evaluation using evaluation guide

DISCUSSIONS

This research highlights the immediate impact of the pandemic on the COSCA-SLP partner organizations. The CSR students, in response, worked with the community leaders and members in the implementation of online projects, which helped alleviate their current situation.

Integrative Pedagogy. With the restrictions in mobility because of the pandemic, the COSCA SLP successfully applied Waldner's pedagogy of extreme SL, wherein 100% of the instruction and service are done online. Various synchronous and asynchronous methods were used to ensure students' and community partners' engagement. However, Waldner & Hunter's (2008) study revealed that extreme SL occurs in client-based courses, with students producing a limited product, such as a grant or policy analysis for the community partner. This research proved that online projects/products were not limited to grant and policy analysis only. The CSR students explored and have effectively executed various online projects such as the development of promotional/advocacy materials, donation drive, educational/learning materials, conduct of webinars, and capacity-building

activities. Limitations were surmounted because of the 1) openness of the students to explore new strategies to reach out to the communities, 2) high level of internet connectivity of both the students and community, and 3) readiness of partners for virtual social engagement.

Additionally, some literature would argue that extreme SL produces less civic engagement, which is also shared by the CSR students based on their anecdotal reflections that e-SL has less social engagement. This may be because social engagement is traditionally done in person and with interpersonal interactions. However, e-SL has paved the way for a new civic engagement using digital technology. The experiential learning principles of SL have been achieved since the students could see the community situation virtually, interact with community leaders through online meetings, and were actively involved from the planning, coordination, implementation, until the evaluation phase of the project.

It is important to note that this research supports the study made by Dailey-Hebert, Donnelly-Sallee, & DiPadova-Stocks (2008) that service-eLearning is “an integrative pedagogy that engages learners through technology in civic inquiry, service, reflection and action” (p.1). This research proved that CSR students use digital technology to learn about the situation of their partner organization, analyze the issues besetting them, and act by extending projects.

Rights-based Approach. The rights-based approach in community development has been promoted and applied in this university and community partnership. This is evident in the following: 1) partner communities/organizations participation in addressing their issues and needs, 2) inclusion of key stakeholders in the identification, planning, and implementation of e-SL projects, 3) capacity-building activities extended by the students contributed to enhancing the key leaders’ skills in sustaining these projects, and 4) as moral duty bearers, students took responsibility to support, promote and respect human rights and dignity through their social engagement.

Despite the pandemic, the community’s participation and continuous engagement in their development support the sustainable solution to the current situation.

CONCLUSION AND RECOMMENDATION

It can be concluded that the COVID-19 pandemic, which is still wreaking havoc in the country, has severely affected low-income families, especially those belonging to the poor and marginalized sectors. The COSCA-SLP partner organizations and communities are not spared from this situation. Many of the members and leaders of these partner organizations suffered from the loss of jobs with no alternative sources of income. They depend mostly on government assistance. Several offices of these partner organizations temporarily stopped operations while others continued to work from home. Fear and anxiety are heightened because of their community's increasing COVID-19 infections. Schools are closed, and children are undertaking blended learning. Despite this, most partner organizations are still willing to continue their engagement with Lasallian students online since many of them are already familiar and are using email and various online platforms for their regular online communications.

Applying the principles of the rights-based approach in community development and with the partners' readiness and willingness for online social engagement, students were able to extend worthwhile projects to ease the impact of the pandemic and hopefully build the community's future resilience. The projects were implemented and adjusted according to the peculiarities of the current situation. More importantly, these projects can be sustained as the community leaders, and members were involved in the entire e-SL process.

The introduction of e-SL as an integrative pedagogy in teaching courses with the SL component is DLSU's response to pursue students' social engagement and reach out to partner communities, especially in this time of the pandemic. This is very significant because the courses with e-SL allow the students to be mindful of their social responsibility and respond to the needs of partners who were severely affected by the lockdowns. The students, faculty, and partner organizations have gained collaborative virtual partnerships which extend beyond the technological connections. Indeed, e-SL has created borderless social connections with the stakeholders creating a more sustainable partnership.

Electronic service-learning undoubtedly became a catalyst to reach out to the members of partner organizations adversely affected by the COVID-19 pandemic. Adapting to this online teaching and learning pedagogy ensures

that service to the communities does not completely stop; hence, use this to continue with students' learning process and sustain social engagement, which is DLSU's educational mission of serving society.

Future research on the impacts of online service-learning on students, faculty, and partner communities is recommended.

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