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de les Illes Balears



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on Service-Learning in Higher Education

# Transforming Europe through University Collaboration

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# Book of Abstracts

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## FOREWORD

It is my pleasure to present this Book of Abstracts that condenses the efforts of researchers, academics, students, community entities, and leaders of political advocacy in Higher Education. Service-learning has expanded in recent years throughout the different European regions, making possible a large part of the illusions, values and commitments acquired in the process of building what we know today as Europe, and that is much more than a dimension of physical geography. There are other dynamic maps, other possible geographies in European Higher Education, that are being shaped by the wind of socio-economic challenges, legislative initiatives and multiple cultural realities. Europe's multidimensional diversity is a challenge, but it also represents an important opportunity for managing changes from the local to the regional, national, European and global spheres, underpinned by values of civic engagement, equity and social justice. Issues such as the alliance of nations, national dignity, cooperation and solidarity, as well as the union of common responsibility require a cosmopolitan freedom and democracy that must be achieved by people taking ownership of building Europe together. Due to that, European higher education can, or is called upon to, contribute to the aim of a new social contract by promoting the culture of experiential learning engaged with the community. Service-Learning is an integrated learning pedagogy based on partnerships with the community that requires reciprocity and provides mutual benefits for all actors involved: students, social partners and institutions. Such a pedagogy aspires to delineate shapes of conduct confronting contradictory traditions of thought in the wake of mutual enrichment to foster in our days a new social contract.

The 7<sup>th</sup> ECSLHE is articulated to illustrate how Service-learning improves academic understanding of subject matter, skills learned, and the ability to apply knowledge and reframe complex social issues. This is only possible with rigorous research that allows us to measure and to understand the processes, products and impacts of service-learning. Previous research on service-learning has shown positive effects on students' lives including cultural awareness, social responsibility, and student cognitive learning outcomes. Therefore, it is essential to institutionalize these practices. In the end, we are talking about equity in education.

The abstracts included in this book cover service-learning at the critical level of its impacts, (inter)national university collaboration, transdisciplinarity, co-creation with the community, cross-university partnerships, critical reflections on research, processes of institutionalization and emerging technologies. Both the European framework and the policies for quality Higher Education introduce the context in which most of the projects presented at this conference were developed. Other experiences come from other parts of the world contributing to contrast and enrich service-learning in Higher Education. By reading these abstracts, a person familiar with Service-Learning can gain many new ideas, compile a set of instruments to measure it, gather recommendations for its successful implementation in universities, or lines for future research. A reader unfamiliar with this pedagogy can also identify multiple examples of how it can be developed in Higher Education. But even more important, it will be able to become aware of the growing community of people involved in the promotion and institutionalization of Service-Learning in Higher Education. Join us and keep updated for the next conference!

Berta Paz Lourido  
University of the Balearic Islands, EASLHE

# KEYNOTE LECTURE

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## European Framework and Policies for Quality Higher Education

### **Maria Kelo**

*Director of Institutional Development, European University Association*

### **Berta Paz Lourido**

*Vice-president of the European Association of Service-Learning in Higher Education*

#### **Abstract:**

The European Higher Education Area (the EHEA) has a solid framework for quality assurance in the form of the Standards and guidelines for quality assurance (the ESG). Common criteria for quality are important to support and enable international cooperation such as student mobility, joint programmes and other joint education provision, and even European university alliances. But is the current framework sufficient to detect and support enhancement in all elements we consider as integral to quality higher education? Do they allow for sufficient flexibility in terms of different types and formats of education (from digitally supported education and interdisciplinary programmes to work-place and service-learning? What should the future of the European quality assurance look like to ensure our higher education systems remain relevant and sustainable? After a brief presentation of the current framework, the EU priorities for quality higher education, and some current key trends, the session will look into addressing some of these questions with focus in Service-Learning as a strategic way to reinforce both the social dimension of the universities and the quality in Higher Education.

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#### **Biography:**

**Maria Kelo** is Director of the Institutional Development at the European University Association (EUA). The unit's work focuses on issues related to higher education learning and teaching, recognition and quality assurance. She is also a member of the Swiss Accreditation Council and a member of the Executive Board of EQAR. Before joining EUA in January 2022, Maria was for over a decade the Director of ENQA, the European Association for Quality Assurance in Higher as well as member of the EQAR Executive Board in 2013-2020. She took part in European policy making processes within the Bologna Process and through cooperation with the European Commission. Prior to joining ENQA, Maria worked for nine years in the field of international higher education in different European organizations and as a private consultant and has gained significant experiences on issues such as quality assurance, international higher education, and higher education reform.

**Berta Paz Lourido** is Associate Professor of Physiotherapy, at the UIB. She holds a PhD with European Mention in Education. Berta is Vice-President of the European Association of Service-Learning in Higher Education (EASLHE), Director of the Innovation Unit in sustainable development, health and global justice through service-learning (iApS2030), and President of the Spanish Association of Service-Learning in Higher Education. As director of the European Observatory of Service-Learning in Higher Education (EOSHLE) she coordinated projects such as the European Service-Learning Public Declaration on Civic Responsibility of Higher Education, and the Green Paper on Service-Learning in European Higher Education. Berta is an advisor at the Institute for Educational Research and Innovation (IRIE) and the National Agency for Quality Assessment and Accreditation of Spain (ANECA).

# PANEL DISCUSSION

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## European Alliances and Service-Learning

**Pilar Aramburuzabala**

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**Bojana Ćulum Ilić**

*University of Rijeka, Croatia*

**Marjolein Zweekhorst**

*Vrije Universiteit Amsterdam, Netherlands*

### Abstract:

Established by the European Commission since 2017, the European Universities Initiative is promoting the creation of the so-called European University Alliances. These Alliances are long-term cooperation projects between higher education institutions in the Member States which, among other objectives, aim to improve the quality of higher education in all its dimensions and contribute to the development of the European Education Area and the competitiveness of European universities. After a brief introduction to each of the alliances represented at this conference (CIVIS, YUFE and AURORA), three questions will be proposed to open the debate between the speakers and the participants: a) In what way has service-learning been articulated in your alliance? b) What concrete actions have been developed in relation to service-learning and what difficulties have they faced? c) What suggestions or recommendations would you make to other alliances already established or that may be established in the future? These questions could be linked with the specific case of the University of the Balearic Islands, host of this conference and partner of the EUNICOAST European Alliance, whose official presentation will take place in September 2024, in parallel to the International Week of Service-Learning in which the 7<sup>th</sup> ECSLHE is framed.

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### Biography:

**Pilar Aramburuzabala** holds a PhD in Education by the Complutense University of Madrid. She is currently working at the School of Teacher Training and Education of the Autonomous University of Madrid as an Associate Professor. Since 1997 she oriented her academic interests towards the fields of civic engagement and service-learning. She was the founding President of the Spanish Association of Service-Learning in Higher Education (ApS(U)), the European Association of Service-Learning in Higher Education (EASLHE) and the European Observatory of Service-Learning in Higher Education (EOSLHE). Pilar is promoter of the Service-Learning Expert Group within the CIVIS Alliance (Europe's Civic University Alliance). In CIVIS, she has organized multiple training and dissemination activities, such as mapping of practice, blended intensive programs, service-learning awards, and guides.

**Bojana Ćulum Ilić** works as a Full Professor at the University of Rijeka, Faculty of Humanities and Social Sciences (Croatia). Her research interests lie at the intersection of engaged university, engaged teaching and learning pedagogy and youth civic education, while her teaching follows community-engaged pedagogy. At her university, she initiated policies related to service-learning and was engaged in creating the University Charter on Formal Recognition of Students' Competences Gained Through Community-Based Engagement. She has been engaged in many

EU funded projects focused on university community engagement and service-learning development in the EU. The University of Rijeka is a member of YUFE University Alliance (Young Universities for the Future of Europe), and Bojana is UNIRi leader of the working package dedicated to community and civic engagement.

**Marjolein Zweekhorst** is professor Innovation and Education in the health and life sciences at the Athena Institute, VU Amsterdam. She wrote her PhD thesis on institutionalisation of an interactive approach to technological innovation (defence 2004). Her current research is focused on 1) methodology development for inter- and transdisciplinary research and 2) development of educational approaches and innovations aiming to prepare students for inter- and transdisciplinary research. She leads the Broader Mind Community Service Learning (CSL) Team of the VU University, which aims to involve CSL within all programs of the VU. In 2022 with this team won the European Triple Engagement Award for one of the CSL strategies. Marjolein was involved in two work packages of Aurora Alliance related to CSL and co-creation. Currently, she is also involved in four other EU projects focusing on integration of CSL in education.

# SESSION 1.1

## STUDENT IMPACT OF SERVICE-LEARNING COURSES

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### Development of a Survey Instrument to promote Sustainability Competences through Service-Learning among Students (SeLeNa)

Bremer, Ann-Kathrin<sup>1</sup>, Brok, Dr. Ulrike<sup>2</sup>, Lindau, Prof. Dr. Anne-Kathrin<sup>3</sup>

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**Conference track: Empirical research on service-learning and service-learning impact**

**Keywords:** Education for Sustainable Development (ESD), Higher Education Teaching, Impact, Learning Out-comes, Questionnaire

#### Abstract:

Universities play a central role in addressing diverse global challenges (Rieckmann & Bormann, 2020). In fulfilling their social responsibility, they contribute to the development of students' personalities and skills through the courses they offer. Service Learning (SL) has emerged as an effective approach to holistic education and is increasingly being integrated into university curricula (Stöhr & Herzig, 2021). Moreover, SL is gaining recognition as a viable pedagogical tool for Education for Sustainable Development (ESD) (Rieckmann, 2021). The trans- and interdisciplinary cooperation in various SL projects promotes the scientific examination of socially relevant problems (Bartsch & Grottker, 2020), which leads to the development of skills that promote the management of global challenges and the shaping of transformation processes (Spraul et al., 2020). However, empirical data regarding the impact of SL on students' learning outcomes (Bartsch & Grottker, 2020), particularly in relation to sustainable development skills (Reinders, 2016; Bormann et al., 2022), remains limited. The presented research project aims to fill this gap.

The BMBF-funded project "Senatra - Service Learning and Sustainable Transformation at Universities" led among others by the Catholic University of Eichstätt-Ingolstadt and the Martin Luther University Halle-Wittenberg seeks to explore how SL can contribute to a comprehensive institutional sustainable transformation of universities (Whole Institution Approach). The central research interest is the question: What influence does SL have on the acquisition of skills and competences by students? Based on interdisciplinary research findings, the authors have developed a psychological impact model (SeLeNa) that considers the influence of different dimensions of SL. This model and the questionnaire developed (Bremer, Brok & Lindau, 2024, submitted) consider quality criteria of SL (HBdV, 2020), situational variables, and ESD aspects (e.g., motivation or sustainability awareness) to determine their influence on learning success and quality in the context of ESD. For example, key competences in the field of sustainability will be investigated. The development of the questionnaire is based on the current state of research and involved several stages, expert consultations and iterative revisions to ensure the content validity. A pilot study was conducted to test the first version of the questionnaire during the winter semester of 2023/24 and was therefore distributed to students in Service Learning (SL) seminars on sustainable development at three different universities through an online platform. There is a version of the survey that is used PRE the seminars, which covers the following areas: organisation, personal items and

competences and the POST version additionally adds quality criteria of SL. The three PRE sections and the five POST sections include mostly Likert scaled items which are measured on a 5 point scale ranging from ‘strongly disagree’ to ‘strongly agree’. A total of 109 students participated in the survey, with 46 students completing the PRE survey and 35 students completing the POST survey. The validity of the instrument was tested using factor analysis and correlation with other measures. Reliability was assessed with Cronbach’s alpha (Döring et al. 2016). The presentation will introduce the SeLeNa model and the associated questionnaire and will also discuss findings from the validation phase and implications for future research.

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# SESSION 1.1

## STUDENT IMPACT OF SERVICE-LEARNING COURSES

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### Portrait of Engaged Students: Beyond Developing Soft Skills

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**Conference track: Empirical research on service-learning and service-learning impact**

**Keywords:** student engagement, extra-academic skills

#### Abstract:

In a university and professional environment where both individuals and institutions seek to stand out, it seems all the more important to enable students to develop more extra-academic skills in order to promote their socio-professional integration. It is in this context that our institution wishes to encourage student participation. To this end, we have carried out an extensive survey of alumni in order to draw up a profile of an engaged student and to identify the benefits and barriers to engagement. For the purposes of this presentation, we will define student engagement as a very broad concept that encompasses the projects, both academic and non-academic, in which students invest their time during their university studies. This engagement can take place in different areas of activity, be it cultural, associative, sporting, solidarity, environmental, family, etc.

The aim of our contribution is to present the results of a survey based on a quantitative approach. After outlining the methodology used, we will present the results of the survey, which show that 62% of students at our institution are involved. We will illustrate these results by highlighting the various opportunities for student engagement offered within the university and by briefly describing the specific features of student life on campus that seem to facilitate the many opportunities for extra-curricular activities. In fact, we found that 73% of students who got involved did their undergraduate degree at our institution. In addition, we will look at the skills developed through engagement activities and detail the many benefits of engagement activities cited by respondents. We conclude our presentation by questioning the role of engagement in the student journey: to what extent is it the role of a university to develop the potential of skills related to academic skills? How can we help students to make the most of these skills? We will look critically at the limitations of the methodology used and also question the foundations of engagement more broadly. We will therefore offer a critical reading of the competency-based approach and question the socio-economic dynamics of student engagement.

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# SESSION 1.1

## STUDENT IMPACT OF SERVICE-LEARNING COURSES

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### Addressing the Employment Needs of Madrid City through a Service-Learning Project based on SSME Techniques

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**Conference track: Empirical research on service-learning and service-learning impact**

**Keywords:** Service-Learning, Service Science, Management and Engineering, Employment support

#### Abstract:

In the city of Madrid, one of the areas where social progress is most needed is in the creation of active, efficient and effective employment policies. Specifically, one of the needs identified by the Madrid Employment Agency is to be able to bring employers and the unemployed into contact with each other. Solving this circumstance is of vital importance for the progress of Madrid society. On the other hand, Service-Learning (SL) is an educational innovation methodology aimed at promoting curricular and social competences in students, offering a comprehensive education and strengthening curricular sustainability and university social responsibility (Samino, 2021). Moreover, SL projects are usually aligned with the Sustainable Development Goals (SDGs) proposed by the UN in its 2030 Agenda (UN, 2015). It is in this context that several URJC (Universidad Rey Juan Carlos) professors have developed an SL project in conjunction with the Employment Agency of the city of Madrid and students of the Degree in Science, Management and Service Engineering (SSME Degree).

The aim of this SL project has been to raise the social awareness of university students through their involvement in the creation of a service that would link unemployed people and organizations, companies or professional employers in the city of Madrid. As such, the objective we set ourselves has been multiple. Primarily, the creation of the employment service itself, which has served to connect unemployed people contacted by the Madrid City Council with different actors involved in job creation such as local companies and organizations and the Madrid Employment Agency itself. But it has also intended to demonstrate the usefulness or feasibility of using SSME techniques in the context of an SL project. Finally, from the teaching point of view, the participation of several students as the backbone of the project activities has served as a real experience of the application of the knowledge and skills acquired throughout the degree. As such, in order to carry out the planned work, a series of activities have been carried out using techniques and methodologies from SSME such as a Design Thinking workshop (Razzouk et al. 2012), modelling of the user experience with Customer Journey Maps (Rosenbaum et al, 2017), characterization of the people involved in the service using person diagrams and person models (Stikndorn et al., 2018), measurement of specific aspects by defining KPIs (Olsina et al., 2019) and the creation of prototypes of technological service

solutions. All the experiences of the all the involved participants were evaluated using a multifocal perspective using both qualitative and quantitative instruments.

The main aspects to be highlighted from the social experience carried out within the framework of the SL project presented can be summarized in the following points: on the one hand, to have understood and empathized with the social needs of all the actors involved with the Employment Agency; connecting with their real experiences and needs so that they could be better addressed by the Agency; and, on the other hand, to have identified and proposed improvements in the services offered to citizens, employers and entities that collaborate with the Employment Agency; proposing improvements in the design of their user experiences and indicators that allow to know and evaluate the performance of their processes by the technicians of the Employment Agency and also improvements regarding their technological platform.

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## SESSION 1.2

### SERVICE-LEARNING EXPERIENCES IN THE HUMANITIES

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#### Unconventional Practice Placement: an Italian Service-Learning Experience in Social Work Education

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**Conference track: Best practices and practical experiences in service-learning**

**Keywords:** Social work education, Unconventional Practice Placements, Relational social work, Reciprocity, Community

#### Abstract:

This contribution aims to present a practice learning experience, called Unconventional Practice Placements (UPPs), that the Università Cattolica del Sacro Cuore in Italy has been offering for more than 10 years in the context of social work education. UPPs are based on the core ideas and values of the Service-Learning approach (Nadel et al., 2007; Petracchi et al., 2016; Gerstenblatt & Gilbert, 2014) and the Relational Social Work method (Folgheraiter, 2017; Folgheraiter and Raineri, 2017). The key concept underpinning this practical learning experience is reciprocity, whereby social work students, as 'experts' in professional help, help people to improve their life situation and, at the same time, people help the expert, in an exchange of professional knowledge on the one hand and experiential knowledge on the other. In this context, the promotion of participation is crucial. Thus, during UPPs, students work with a network of people (professionals from public or voluntary organizations, service users, carers and members of the community) to facilitate dialogue and collaboration to address one or more problems they share. Thus, the outcomes of UPPs are generally community social work projects that start from a common concern or desire for improvement that emerges from communities (Begun et al., 2010). Projects are designed by students together with a 'steering group' of interested people who are responsible for the whole process, from planning to monitoring the social interventions carried out. Other people who were not involved in the planning process, but who are willing to collaborate, may also be involved in the implementation of the project actions. UPPs are scheduled in the third year of the Bachelor's degree and in the second year of the Master's degree. They're closely linked to social work methods courses and are supported by university tutors who are qualified social workers, through weekly student group work based on a peer-to-peer learning perspective.

Over the last ten years, more than 600 UPPs have been carried out, involving more than 5,000 people (Raineri et al., 2022). Various projects have been carried out: self-help/mutual aid groups, social events, recreational activities, initiatives to provide practical or emotional

support, awareness-raising and training activities, with different objectives such as promoting social inclusion, mutual support, promoting active citizenship, community problem solving, social service planning, community development. The community members involved in the UPPs found the students to be supportive figures in promoting improvement processes; the students were able to better learn many useful skills for facilitating participatory planning processes in the field of social work. Some research carried out in the last 5 years highlight the UPPs projects' impact in the communities involved. The data (Raineri et al., 2022) show that in 70.8% of the cases the projects continued in full or in part, mainly thanks to the motivation and commitment of the partners of the steering group (58%) and the student as a volunteer (27%). This highlights the high level of involvement of communities and organizations in developing the projects. Another important outcome of these experiences is that 19.2% of students were employed by a public or third sector organization as a result of the UPP.

In realizing UPPs, the students have to overcome numerous challenges: first, unlike in typical practice placements, students are not placed with a formal organization and do not have a supervisor who assigns them precise tasks. Students are expected to conceive and develop the project themselves from the beginning, with the required negotiation with various stakeholders: their university on one side and citizens, communities, users and/or professionals and agencies, on the other. This often causes anxiety among students because they do not have a priori instructions for what they must do or how to do it. Moreover, students must define and implement a social work project along with professionals, volunteers, users, and citizens, but it is clear that, as students, they risk not being taken seriously by the other people involved, especially in institutional contexts. Furthermore, it is important to consider that students may experience difficulties exercising appropriate skills in communicating with and facilitating a group during the planning process.

The group work and the university tutor help students to face these challenges. Group learning is used to provide students with facilitation skills through a process of practical learning and direct experimentation. Classroom workshops are particularly similar to self-help groups (Steinberg, 2004), with the tutor assuming the role of facilitator. During the classroom workshop, students develop additional reflections on professional learning derived from their fieldwork, and working together encourages and enables them to plan and improve their practice learning activities: this process is important in helping students connect social work theory and practice. In addition to classroom workshops, students have access to individual supervision interviews. In these interviews, the student is encouraged to reflect on his/her practice placement and plan future actions. In this context, the tutor does not evaluate the student. The interview techniques, such as reformulating ideas and giving feedback, are meant to promote self-awareness of the problematic issues to be overcome by students.

In this presentation, the main characteristics of this innovative learning experience will be presented, using data collected thanks the survey with students and the reports that social work students have to write at the end of their UPPs.

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## SESSION 1.2

# SERVICE-LEARNING EXPERIENCES IN THE HUMANITIES

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### Service-Learning meets Translator Education: The IN.TRA Experience

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#### Conference track: Best practices and practical experiences in service-learning

**Keywords:** Translator Education, Service-Learning, Community Engagement, Professional Development

#### Abstract:

Given the important role played by translators with respect to community involvement, activism, and social transformation (Taibi & Ozolins, 2016), and the constant call for the honing of professional translation competencies (EMT, 2022; EFFORT, 2023), the significance of servicelearning as an innovative pedagogical tool in translator education cannot be underestimated (Tocaimaza-Hatch, 2018). However, so far attention in translation pedagogy has been devoted mainly to pedagogical approaches favoring project-based experiences (see e.g. the International Network of Simulated Translation Bureaus (INSTB), van Egdom et al., 2020), while disregarding the need to also foster active citizenship and self-reflection in university students. An informal survey conducted among EMT members in 2020 showed that only 25% of the participants had heard about service-learning and understood its main tenets, let alone implemented it in their degrees (Fabbri, 2022).

Building upon this groundwork, we advocate for an academic model that combines socio-constructivist project-based translation pedagogy (Kiraly, 2019) with service-Learning principles and methods (Furco 1996, Butin 2003). The first makes it possible to apply and boost the knowledge, skills and abilities acquired in the individual modules of a translation degree course, rooting them in professional experience; the second enables the development of active citizenship skills, by stimulating reflection on the practical civic engagement and solidarity values in the community. More precisely, we introduce IN.TRA, a student-driven pro bono language service provider founded in 2021 at the Department of Interpreting and Translation of the University of Bologna (Italy) within the academic curriculum of the Master's in Specialized Translation.

We describe the theoretical and methodological underpinnings of the initiative, its implications, pitfalls and affordances. IN.TRA students put their language, translation and cultural skills at the service of our community partners, NPOs and NGOs. By offering them interlingual services, they help them to disseminate their activities through translation. The collaboration towards a common purpose on the one hand helps the community partners to break down the language and cultural barriers that may hinder the activities of development cooperation projects in which the community partners operate; on the other, it enables students to develop key citizenship skills, essential for the shaping of their career future trajectory.

We also present the findings of a qualitative exploratory study aimed at assessing both students' perceptions of service-learning and its effects on the activities of our community partners. Through an in-depth analysis of responses to pre- and post-questionnaires and students' electronic reflective diaries (Bringle & Hatcher, 1999), our aim is to offer insights into the transformative impact of service-learning on students' professional development and personal growth into well-informed and impactful individuals. We conclude by suggesting that service-learning offers a scalable model that is in line with mainstream socio-constructivist approaches to translator education. As such, it could be successfully rolled out to other translation and interpreting degrees, and even tailored to other academic programs in the humanities, particularly those addressing students of modern languages and linguistics, equipping them with the competencies they need to thrive as professionals and citizens.

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## SESSION 1.3

### EXPERIENCES IN (INTER)NATIONAL UNIVERSITY COLLABORATION

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#### Learning from the EASLHE to inform a Canadian Service-Learning Network

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**Conference track:** Collaboration & alliances for service-learning

**Keywords:** Canada, Europe, Network Development, Research

#### **Abstract:**

In this presentation, I will describe the development of a nascent service-learning (SL) network across the Canadian university system, highlighting the important role played by the European Association of Service-Learning in Higher Education (EASLHE) in its formation. With the exponential growth of experiential learning (EL) across Canadian higher education, SL is on the rise throughout the country's university system (Smeltzer et al., 2022). In the first half of this presentation, I will provide an overview of my in-depth primary research, conducted between April and September 2023, that maps SL throughout the country. The first of its kind in Canada, this research produced key findings in the following areas: how SL is rhetorically positioned in institutional strategic plans; the size and scope of centralized SL personnel; where SL is housed in each respective university (e.g., teaching and learning centres, community engagement offices, broader EL units); and insights from SL academic and non-academic staff regarding the current role and future trajectory of SL within and beyond Canadian borders.

In the second section of the presentation, I will argue that this growing field of scholarship and practice in Canada would benefit from a common set of principles, as well as venues to share SL resources and best practices (Lund & Bragg, 2020; Universities Canada, 2020, p. 6). The former Canadian Alliance for Community Service Learning is long-defunct and although the Co-operative Education and Work-Integrated Learning (CEWIL) organization is the primary voice for EL in Canada, SL is relegated to a very small role in this network. My primary research thus revealed a strong desire for a sustainable, bilingual SL network composed of individuals who develop, coordinate, facilitate, and critique SL activities.

I have recently co-established a small community of practice for SL in the country and launched a website dedicated to SL scholarly resources, tips and guides, events and calls for papers, as well as a list of national and international SL website links. The EASLHE has served as a foundational model for this burgeoning network in Canada. While it may not, at first glance, appear challenging to develop a network in a single country, Canada is the second largest nation in the world, with 80 publicly assisted universities and over 300 satellite campuses, spread across 10 provinces and three territories, and in two official languages. Additionally, the country has seen considerable growth in first-generation and international students, and universities are struggling to respond to significant regional government pressures to expand university-based EL programming.

As an invested member of EASLHE since 2019, I have gained significant insight into how to build a cooperative network across a vast and diverse set of locales. In the presentation, I will therefore

highlight what aspects of the European model have been relevant to the Canadian context and close with provocative questions for attendees to consider how other international contexts can learn from the challenges, opportunities, and limitations of this European model.

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## SESSION 1.3

### EXPERIENCES IN (INTER)NATIONAL UNIVERSITY COLLABORATION

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#### Models of International Service-Learning Collaborations

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**Conference track:** Collaboration & alliances for service-learning

**Keywords:** Practical experience, service-learning, collaborations

#### Abstract:

Penn State University has collaborated with international institutions to establish experiential learning centers as well as ongoing service-learning projects that sustain an agenda of collaboration and community engagement. The relationships created between Penn State and other institutions are key to the development of impactful learning experiences or HIPs for faculty and students, and testament to ongoing Service-Learning best practices and projects (Chambers & Rodríguez Mourelo, 2020). The purpose of this presentation is to share and reflect upon the implementation, expectations, and outcomes of how the authors created international service-learning projects through establishing collaborations between Penn State University, the University of Split in Croatia, and the Fundación Interconectados in Venezuela. Chambers and Rodríguez-Mourelo will share the aftermath of the projects' inception at these institutions and describe the rewards and challenges of how international service-learning projects create footprints for additional collaborations with community partners.

Presenters Dr. Donna Chambers and Dr. Belén Rodríguez Mourelo are both academics and professors at Penn State. With years of experience in service-learning and community engagement behind them, the presenters will share their experience of implementing service-learning projects in five different Non-Governmental Organizations in Europe and another project in Latin America. They will discuss the methods used to meet the specific needs of each organization and reflect upon where the projects may have fallen short. They will also explain how they converted community requests into service-learning courses and how they plan to fashion these programs, and others like it, into sustainable programs that are mutually beneficial to both community and university.

Following the service-learning model used with the Faculty of Economics in Split, Croatia, Chambers and Rodríguez Mourelo recently established an International Service-Learning Project with the Fundación Interconectados in Venezuela. This partnership generates mutual expertise for the development of Virtual Collaborative Multidisciplinary Teams (VCMT) in Venezuelan communities. An "initial collaborative multidisciplinary group" (ICMG) composed of academics from Venezuelan universities and Penn State Berks, identifies teachers and students that will participate in the project; trains the participants; addresses the problems and challenges in each community; evaluates the results; and establishes a permanent organizational structure for subsequent programs. These examples, among others, affirm that international collaborations

create a framework for high impact learning practices and lasting relationships between international institutions of higher learning. They underscore the invaluable experience attained when faculty, staff, and students share and exchange research, participate in conferences, and publish together worldwide.

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## SESSION 1.3

### EXPERIENCES IN (INTER)NATIONAL UNIVERSITY COLLABORATION

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#### Service-Learning in Spain: The Role of Networks, Associations and Alliances

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**Conference track:** Collaboration & alliances for service-learning

**Keywords:** Service-Learning, Spanish Higher Education, Collaboration, Alliances, European Higher Education Area.

#### Abstract:

Service-learning requires the development of partnerships. Without alliances, the development of this pedagogy would face many barriers in becoming a viable path to cultivate democratic citizens with an eco-centric vision of social justice. Still, it has been referred to that networking is fundamental to exchanging, deepening theories, exploring opportunities, and keeping service-learning in the agenda of higher education. The importance of these and other associative and organizational strategies are of utmost importance to give visibility, promote and institutionalize service-learning. Among these organisational practices for the development of service-learning in higher education, the literature highlights that, while it is more common to read about networking, the heuristic density is more accentuated in the case of partnerships. Alliances in the pedagogical context of service-learning need to be further glossed over but we find a commitment to this type of collaboration from the local to the European and transregional context. The Spanish University System has 89 universities, 50 public and 39 private. From 2010, different non-formal and formal networks were created at national and regional level, some including academics, researchers in diverse disciplines, or students, while others involved service-learning university units, research groups or representatives at the national and regional level with the purpose of promoting the institutionalization of service-learning. At regional level, the Catalan university service-learning network was created in 2015 followed by other regions as Madrid, Andalucía or more recently, Castilla y León. That coexists with a national association (Asociación de Aprendizaje Servicio Universitario, ApSU) created in 2017 as a formal structure that follows closely the Ministry political agenda for issues such as teaching, research, social responsibility and community engagement in higher education. This association has close ties with other associations and networks in higher education such as EASLHE at European level and REDIBAS at Iberoamerican level.

Besides that, service-learning is also included in the agenda of Spanish transregional university organizations that function as alliances such as the CRUE or Grupo9Universidades. It is worth mentioning that 46 Spanish universities are members in European University Alliances, some of those with a well-known involvement in service-learning.

There are several factors for educational managers to create successful service-learning partnerships, networks and alliances. They should be supported to produce a long-term strategy and a demanding educative vision, driven by the need for educative and situational innovation, coordinate service delivery or open up new educative environments. They should stay focused on

educational quality rather than on size or profit agendas, expand upon opportunities beyond their original mission statement, build strong alliances and value managerial tension, plasticity and self-criticism. At the same time, there are some key questions for the sustainability of service-learning partnerships, networks and alliances. This presentation will focus in some of these. The benefits, but also the risks, involved in having multiple organizations for service-learning in higher education will be stated, recalling the meanings of diverse types of collaboration to understand how an organization can move from one to another type of organization to better fit their purposes.

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## SESSION 1.4

### EXAMPLES OF SERVICE-LEARNING INSTITUTIONALIZATION

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#### S-L i3 lab, Institutionalization of Service-Learning (S-L) at the University of the Basque Country (UPV/EHU), steps taken and challenges ahead

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#### Conference track: Processes of service-learning institutionalization

**Keywords:** Service-Learning, Institutionalization, University

#### Abstract:

At a European level, the European Association of Service-Learning in Higher Education EASLHE (2021: 1) proposes “the institutionalization of Service-Learning in European Higher Education to promote civic engagement, contribute to the development of a fairer society and improve academic and social learning that favors the development of the students’ competences”. The European Observatory of Service-Learning in Higher Education (Ribeiro et al., 2021) indicates that European universities assume different roles in engaging with the social actors in their context and there is still a need to promote service-learning (S-L) as a pedagogical approach and methodology at the European level. In Spain, university policy compels us to rethink our work dynamics and move towards more inclusive, more responsible models, capable of responding to the great global challenges. There are several documentary references that endorse the need to institutionalize S-L as a teaching methodology (Comisión de Sostenibilidad de la CRUE, 2015; Ministerio de Educación, 2011). As a result, the Organic Law of the University System (BOE, 22/03/2023) stresses that higher education institutions must encourage the participation of the university community in activities and projects related to the promotion of democracy, equality, social justice, peace and inclusion, as well as the Sustainable Development Goals.

In response to all this regulatory change, the National Service-Learning University Network (APS(U) network) presented the Canary Islands Declaration on Service-Learning in Higher Education at the 7th European Conference on Service-Learning in Higher Education “Transforming Europe through University Collaboration” Palma de Mallorca, 25 & 26 September 2024. Education at the 10th National and 4th International Congress on Service-Learning (Las Palmas, 2021), where all Spanish universities were invited to adhere to and make it public.

Within the University of the Basque Country (UPV/EHU), over the last 12 years various colleagues have been taking steps in teaching, research and in various management areas. But it is in the academic year 2022-2023 when the S-L i3 lab has been created within the scope of the Educational

Counselling Service (SAE/HELAZ), belonging to the Vice-Rectorate for Undergraduate Studies and Educational Innovation, in line with the UPV/EHU's Strategic Plan 2022-2025 and the University Plan 2023-2026. The S-L i3 lab presents as an organizational unit aimed at developing and consolidating priority teaching-learning methodologies and strategies for the UPV/EHU. The S-L i3 lab is managed by a team made up of teaching and research staff with extensive experience. The creation of this lab, and the provision of its meaning, content and functionality, has involved intense work from February to October 2023. It was formalized by resolution of the Vice-Rector for Undergraduate Studies and Educational Innovation, Ms. Laura Vozmediano, on 10 November 2023.

The steps taken at institutional level are as follows:

- Drafting of the framework document for the institutionalization of S-L;
- Mapping of S-L in the UPV/EHU;
- Infographics for the dissemination of S-L at the UPV/EHU;
- Participation of the laboratory in the I3 jendarteia;
- Specific conference on S-L at the UPV/EHU led by the laboratory;
- Web page within the institutional site of the UPV/EHU with information about the Lab, the activities offered, useful documentation about Service-Learning in Higher Education, and a contact address.
- Response to queries received by the laboratory's e-mail from members of the university community.

The lines of work for the future focus on providing the UPV/EHU with a regulatory framework that contemplates the proposals of S-L within the university regulations; awareness-raising and training for teaching staff; establishment of a stable network of collaboration with institutions and civil society organizations. Lines of networking are also being established by participating in the G9 and in national and international congresses on S-L.

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## SESSION 1.4

### EXAMPLES OF SERVICE-LEARNING INSTITUTIONALIZATION

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#### Service Learning as a lever for a learning pathway towards Cocreation: how our vision on education intertwines with institutionalization

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**Conference track:** Processes of service-learning in institutionalization

**Keywords:** Institutionalization, cocreation, curriculum development, soft skills, learning pathway

#### **Abstract:**

This presentation aims to present a good practice centered around the institutionalization process at Odisee University of Applied Sciences. In the academic year 2023-2024 we had the opportunity to work on a project called “Learning pathway towards cocreation realized in international and intercultural contexts.” This project focuses on curriculum development and is a means to support our programs in realizing our vision on education. This vision consists of four principles of which “active learning in authentic and cocreative contexts” is the major principle connected to Service Learning. Our goal is that every student has at least once experience a ‘true’ and authentic cocreation experience at the end of their programme.

Cocreation is defined as “a process that happens between professionals, researchers, actors from the field and/or society that is aimed at jointly tackling a ‘complex problem’. A complex problem is a problem that cannot be easily solved from classical procedures or a single discipline because it contains multiple aspects or perspectives and uncertainties and depends on context factors and involved actors. All actors influence the process and its result, contribute and strengthen each other from their own expertise, experience and talents. Cocreation serves a common ambition, a common result and win-win in collaboration. The result of the cocreation is that the participants have learned from each other (e.g. through reflection) and have taken a new step in tackling the problem whereas the university of applied sciences acts as a social actor catalyzing public service”.

The first objective in our project was the enhancement of this definition with Service Learning elements as a way of institutionalizing this pedagogy. This results in the fact that every programme will implement some kind of service learning experience. We therefore had to define what we see as minimal requirements for the label ‘service learning’ and help teams reflect upon this elements. The second part of the project was aimed at the learning pathway towards this Service Learning project, ensuring that the experience is not an isolated gesture, but a well thought-out and integrated activity in the curriculum. Therefore we have a visual toolkit to help 7th European Conference on Service-Learning in Higher Education “Transforming Europe through University Collaboration” Palma de Mallorca, 25 & 26 September 2024 define the ‘cocreation-skills’ necessary in the ‘learning’ aspect of Service Learning. With this toolkit we also aim at maximizing the use of different (international/intercultural) contexts where students are confronted with. The third part of the project consisted in the formation of a community of practice. During this presentation we hope to inspire the audience with our approach to institutionalization (process) but also to provide some insight into the curriculum design tools we developed (content).

## SESSION 1.4

### EXAMPLES OF SERVICE-LEARNING INSTITUTIONALIZATION

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**Position Service-Learning within the broader university knowledge production mission to expand the social justice discourse**

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**Conference track: Processes of service-learning in institutionalization**

**Keywords:** Service-Learning, knowledge production, decolonization, social justice

**Abstract:**

The existing educational scholarship on Service-Learning's social justice mission primarily focuses on assessing the mutuality of relationships between universities and communities, whilst the ambition of equipping students with the capabilities and the critical awareness to address injustices has recently entered the social justice discourse. However, there is a missing link between these ambitions and the pedagogical application of service-learning for achieving social justice objectives, leaving critical queries unanswered such as: Are mutually beneficial relationships between the university and the community sufficient to address social justice, or should the engagement process consider who interacts with students to prevent perpetuating power imbalances and oppression?

Positioning Service-Learning within academia's main mission, that is the production of knowledge (Ball 2014), is the first step to restoring the missing link and reconceptualising more tangible ways that students and communities can transform by co-designing knowledge outcomes. The next step to restore the missing link is to understand the characteristics of knowledge in academia. Racism, patriarchy and capitalism (Auerbach et al 2022) are the legacy of coloniality that underpin knowledge production in universities. By centring diverse underrepresented communities in education and their diverse epistemologies (Mohanty 2003 p98), the potential of Service-Learning is unleashed as students can collaborate with diverse underrepresented communities and become agents of change through the co-construction of knowledge and capabilities. Decolonising knowledge production through the engagement of diverse underrepresented communities can also contribute to the calls to decolonise higher education in the UK (Andrews 2019 p702-704).

This presentation will share the findings of a qualitative study conducted in 2023. The study aims to conceptualise and operationalise a systematic Community Engagement Framework (CEF) within urban planning curricula, particularly focusing on diverse underrepresented communities, aiming for social justice outcomes. This encompasses both the theoretical curriculum content and the pertinent pedagogical approaches. The urban planning school of a Russell Group University served as the exploratory case study. The study draws on critical and decolonial knowledge theories and adopts an inclusive approach by capturing the voices of the three participants of a university-community partnership in teaching: students, communities and educators. The study enriches urban planning education literature by contributing a conceptual and operational understanding of 7th European Conference on Service-Learning in Higher Education "Transforming Europe through University Collaboration" Palma de Mallorca, 25 & 26 September 2024 2 how to engage diverse underrepresented communities using the principles of Praxis-Critical Reflection,

Co-design Pedagogy and Knowledge Democracy. The study also contributes a deeper understanding of the challenges such as limited institutional commitment by universities to grassroots partnerships, lacklustre quality assurance requirements regarding community engagement, and power imbalances between representative and participatory democracy. Nonetheless, this study provides educators with a systematic guide for designing socially just curricula, empowering communities with technical expertise, and fostering students' collaborative, co-design, and decolonial comprehension and capabilities in the face of sustainability challenges.

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## SESSION 2.1

# SERVICE-LEARNING IMPACT FROM MULTIPLE PERSPECTIVES

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### The many Dimensions of Service-Learning Impact: a Systematic Literature Review

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**Conference track:** Empirical research on service-learning & service-learning impact

**Keywords:** Service-Learning, Volunteering, Impact, Systematic Literature Review

#### Abstract:

Service-Learning courses are used to activate students' civic responsibility, provide the opportunity to apply knowledge and skills learnt from school, and can be incorporated in almost all academic disciplines. While addressing the needs of the community, it gives students a chance to develop a better understanding of course materials, a broader appreciation of their discipline and personal and social responsibility (Bringle & Hatcher, 2002). The current discourse about Service-Learning mostly focuses on the "learning" part. For students, Service-Learning courses are a "unique opportunity to grow both professionally and personally" (Lester et al., 2005, p.279). Service-Learning courses create value for students as they gain relevant experience, knowledge, and skills for their future careers (van der Voort et al., 2007). Moreover, students learn about important communication, interpersonal skills, and ethical and citizenship behaviours (Giles & Eyler, 1999).

Some studies also research the impact of Service-Learning on other actors, such as community organizations, their beneficiaries, higher education institutions, and society at large Cruz and Giles (2000) created an overview of literature focussing on community value of Service-Learning courses. They categorize three main value areas: Contributions to community development (e.g. social capital development), bridging town-gown gaps (e.g. university more accessible), and benefits for community partners (e.g. budgetary savings). Higher education institution also create value when offering Service-Learning courses. Service-Learning courses bring new life to the classroom, make overall teaching more enjoyable and result in more positive course evaluations (Bringle & Hatcher, 1996). The higher education institutes notice the value as Service-Learning programmes result in positive public relations because faculty and students are more involved in outreach activities within the community (van der Voort et al., 2007).

This systematic literature review explores and synthesizes the impact of Service-Learning for different stakeholders. We use a Boolean search string including the words "Service-Learning" and multiple terms representing "impact" in the Web of Science database. The review is limited to articles available in English, published between 2001 (the international year of the volunteer) and the present time. Both empirical and conceptual paper were included. This research contributes to the Service-Learning and volunteer management literature as it identifies and synthesises relevant studies in the field. With this paper we aim to reveal the importance of Service-Learning for

different stakeholders. The review will affirm our current knowledge and expose the gaps leading to a research agenda for the future, which includes a significant aspect on the “service” part, to complement the current discourse on Service-Learning which mostly focuses on the “learning” part.

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# SESSION 2.1

## SERVICE-LEARNING IMPACT FROM MULTIPLE PERSPECTIVES

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### Virtuous Professionals and the Third Mission of Universities: Findings from a study on staff experiences of Community-engaged Learning at a Scottish University

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** Virtue ethics, staff experiences, institution

#### **Abstract:**

Community-engaged Learning (CEL) is an intentional and structured pedagogical approach, which links learning objectives with community needs. Most of the existing literature is centred on Service-learning (SL) practice in the United States. While CEL and SL are inexorably linked, they are not necessarily interchangeable terms. CEL is a term often conflated with the concept of service-learning (SL) however, the literature suggests that CEL incorporates a broader range of learning activity than what has been defined as Service-learning (Aramburuzabala et al., 2019; Deeley, 2014, 2022; Hatcher & Bringle, 2012).

To date, there have been no in-depth studies on the experiences and perspectives of practitioners who engage with CEL (including SL) in a UK or more specifically, a Scottish Higher Education context. The thesis presents data collected from a qualitative study utilising documentary analysis of government and institutional literature and 23 in-depth interviews with University practitioners, managers and leaders. I explored factors which influence the perspectives and experiences of CEL practitioners at one Scottish, research-intensive Russell Group university.

I analysed the data using Reflexive Thematic Analysis (Braun & Clarke, 2006) using research methodology influenced by Margaret Archer's Morphogenetic (Archer, 1982), critical realist approach. According to Archer's theory of Morphogenesis, agents (individual people), culture and social structures experience change which is linked to the passage of time in complex ways. This study focusses on the experiences of academic staff and what this tells us about the underlying forces that influence them: the culture of their institution and social structures. At the same time, I examine ways in which these individuals take action to try to change the status quo and transform their cultural context.

The theoretical framework of my thesis is informed by Neo-Aristotelian virtue ethics (Hursthouse, 1999; MacIntyre, 2007), an approach which puts an emphasis on virtues of character. I argue that the ultimate purpose of universities should be to promote individual flourishing and emancipatory critical thinking (Kreber, 2016) for the common good. CEL contributes to the Third Mission of a university which is important to realising its ultimate purpose. The findings suggest that there are important discrepancies between how the university presents itself in public-facing literature and the level of support that CEL practitioners actually receive.

Through this study, findings confirm that academic staff see the ultimate purpose of universities as more than just generating income, preparing students for employment, or enhancing the national economy. They believe universities should also address community needs, promote individual flourishing and emancipatory critical thinking for the common good. I also identified how government policies can negatively impact the experiences of academic staff involved in CEL. These policies influence institutional priorities and create a culture where practitioners feel pressured to prioritise their job duties over their moral principles. Recommendations include suggestions for future research, making and maintaining a strategic, institutionally supported commitment to CEL and consultation on whether a normative ethical framework would be more appropriate than an institutional statement on values.

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## SESSION 2.1

# SERVICE-LEARNING IMPACT FROM MULTIPLE PERSPECTIVES

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### Evaluation of a Service-Learning Programme in Physiotherapy: Impact on Service Recipients

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** Service-Learning, Physiotherapy, Education, Impact, Qualitative

#### Abstract:

Service Learning (SL) is a teaching method that combines the provision of a service to society with the acquisition of academic skills. The Final Degree Project (FDP) is an ideal subject for the development of SL projects, as it approaches students to their profession and provides them with experiential learning. In the Bachelor of Physiotherapy (PT) programme, the FDP focuses on the development of a final academic project that deepens theoretical and practical knowledge.

The SL-FDP programme of the PT Degree at Universidad San Jorge has been developed since the 2016-2017 academic year and has involved more than 2,400 people from the university and institutions during these years. The participants are students and teachers, as well as institutions, associations, and non-profit organisations, mainly from Zaragoza (Spain), but also from other national and international locations. Most of the participating institutions are non-profit organisations (NPO) for people with disabilities, but also underserved groups such as homeless people, international NPO or institutions that need a service that physiotherapy can provide and that contributes to improving the quality of life of its users.

Therefore, the aim of this research is to evaluate the impact of the SL-FDP programme of the PT Degree of the Universidad San Jorge on the people receiving the service. An evaluative research methodology using the content analysis technique was proposed. In addition, data triangulation was performed to improve the quality and reliability of the data. The qualitative study was conducted in accordance with the Consolidated Criteria for Reporting Qualitative Studies (COREQ). The informants were students, organizational leaders, and service recipients, all of whom participated in the SL projects. The qualitative data collection strategies were videos and reflective notebooks for the students and semi-structured interviews and focus groups for the organizational leaders and service recipients. The sample analysed consisted of 132 informants, including 39 students, 15 organisational leaders, and 78 service recipients.

Two categories were identified for the impact of the SL programme on the beneficiaries, each one is composed of several subcategories. The first category was "Usefulness of the service".

This category included several subcategories: "Awareness raising", where informants spoke of health workers becoming more human, being closer to the population and stimulating discussion and reflection; "Health promotion and prevention", where informants emphasised aspects such as adherence to medication, prevention of injuries and quality of care received; and "Learning about health", where informants reported learning about the body, exercise, and pathologies. The second category was "Changes in service users". Its subcategories were: "Emotional well-being", where patients talked about their mood, change in outlook and self-confidence; "Physical health", where participants reported changes in measured variables and a decrease in pain; and "Adherence to treatment", where informants emphasised adherence to physical activity and treatment.

In summary, the impact of the programme on users was multifaceted, with a focus on health integration and health-related learning. Future research is needed to assess whether this effect persists over time and whether the results can be extrapolated to other SL programmes.

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## SESSION 2.1

# SERVICE-LEARNING IMPACT FROM MULTIPLE PERSPECTIVES

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### Benefits of Service-Learning and Motivation to engage in it – Community Perspective

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** community partners, benefits, motivation, engagement, service-learning

#### Abstract:

Motivation for Service-Learning, along with the benefits of engaging in this pedagogical method has been extensively studied from the academic perspective (more students than teachers), while the community perspective is significantly less explored, especially related to strategic efforts of ensuring high-quality, reciprocal and sustainable partnerships. Therefore, a joint study was conducted by researchers from the Social Work Study Centre (Faculty of Law, University of Zagreb) and Ministry of Labour, Pension System, Family and Social Policy (Republic of Croatia) to examine (potential) community partners' perceived benefits of Service-Learning and their motivation to engage in it throughout Croatia. Specifically, the study aimed to determine the correlation between expected benefits of Service-Learning and motivation for engaging in Service-Learning, examine potential effect of previous experience with similar activities (volunteering, internship) on expected benefits and motivation for Service-Learning, to and to identify the main benefits and reasons (potential) community partners reflect on regarding their interest in Service-Learning.

The study used a combined quantitative and qualitative approach which included N=228 participants filling out an online survey. Each participant was a representative of an NGO experienced with conducting social service projects and/or programs, specifically instructed to fill out the survey from the NGO's (instead of personal) point of view. Participants categorised experience with first volunteering than practice as non-existing, occasional or regular. Due to extremely small number of NGO's without experience of volunteering, differences in benefits and motivation considering experience of volunteering included only two instead of categories.

To answer the first three problems, appropriate statistical procedures (analysis of variance, t-test, correlation coefficient) of quantitative data processing were used. Results confirmed the expected high correlation between perceived benefits and motivation to engage in Service-Learning ( $r=0.67$ ), however, they did not provide support for the expected (increased) levels of perceived benefits and motivation related to NGOs with more extensive experience in volunteering ( $t_{benefits}(162)=1.33$ ,  $p>0.05$ ;  $t_{motivation}(161)=0.35$ ,  $p>0.05$ ) and internship ( $F_{benefits}(1,161)=0.04$ ,  $p>0.05$ ;  $F_{motivation}(160)=0.001$ ,  $p>0.05$ ). Instead, results suggest that in Croatia NGOs included in social service activities, regardless their experience, are quite perceptive of numerous benefits of Service-Learning and are (therefore) quite motivated to engage in it. To answer the last two problems and

analyse the textual responses in the web survey, a qualitative content analysis was performed. Results demonstrated the main reasons for engaging in Service Learning were predominantly in line with identified perceived benefits i.e. popularisation of volunteerism, advancement in human resources and development of cooperation between academic and civic community, with the addition of enhancement of students' competencies. Additional benefits of engaging in Service-Learning from an NGO perspective include enhancement of social services, increasing visibility and advancement in networking and attracting donors.

The conducted research contributes to a better understanding of the community perspective regarding Service-Learning, identifies factors relevant not only for the establishment of new partnerships but also for the improvement of existing ones, and enables strategic planning of promotion activities, matching academic and community partners, and evaluation of Service-Learning impact.

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## SESSION 2.2

### CO-CREATION WITH THE COMMUNITY

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#### Teaching and Learning in the face of Eco-Anxiety

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**Conference track: Best practices & practical experiences in service-learning**

**Keywords:** Eco-anxiety, co-research, participatory, pedagogy, higher-education

#### **Abstract:**

There is a growing body of literature which points to the mental health implications for those studying, researching, and teaching environmental and sustainability related topics (Kelly, 2017; Pihkala, 2022). Young people are the most likely to report experiences of eco-anxiety (Clayton & Karazsia, 2020) and these feelings of anxiety can be particularly acute for young people who are studying and researching environmental issues (Pihkala, 2020a). Focusing on this is particularly important in the context of UK Higher Education which has been described as facing its own crisis of mental health and wellbeing (Lewis & Bolton, 2023).

In this session we will share insights and reflections from a collaborative research project which adopted a participatory approach, recognising that research is enhanced through experiential expertise (Collins & Evans, 2002). The project trained and supported 6 postgraduate students to carry out research with academic and student communities as co-researchers. To enable this, we designed and delivered bespoke research training and supported the group to develop, conduct and analyse research data. The project aimed to better understand how students experience environmental education and to develop improved practices for the delivery of sensitive and robust pedagogy in environmental education, including community-engaged projects.

We will outline the background to this project, share an account of how we facilitated the collaborative research process and worked with students, reflecting on how this approach supported the development of findings and recommendations. We suggest that training students as co-researchers needs careful thought, planning and flexibility, it involves facilitating a space where collaborators can share their skills and interests, interrogate the aims of the research, address pragmatic considerations, and develop shared plans. Research takes place within and across relationships and we recognise that creating these relationships involves developing shared understandings in an open dialogic space which requires both 'care-ful ethical planning' and the embracing of 'mess' (Manchester & Barke, 2020; Thomas-Hughes, 2018).

This paper concludes with consideration for how our findings and recommendations can shape best practice in community-engaged or service-learning pedagogy when projects are focused in areas relating to environmental change or sustainability. Highlighting how working with students as co-researchers can go beyond evaluation work and move into the realm of co-creating pedagogical content and insight that contributes to our understanding of teaching and learning in a more equal and less provider-receiver model.

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## SESSION 2.2

### CO-CREATION WITH THE COMMUNITY

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#### Learning with the City: Sharing Knowledge in Leiden

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**Conference track: Best practices & practical experiences in service learning**

**Keywords:** transdisciplinary education; local issues; different educational institutions

#### **Abstract:**

Learning with the City (Leren met de Stad) is a collaborative programme of Leiden University, University of Applied Sciences Leiden, MBO Rijnland (secondary vocational education), and the municipality of Leiden. This programme brings together students from different programmes and institutes, policy makers, (welfare) organizations, and residents to work on local challenges in the city of Leiden. In this presentation we will highlight two projects within this programme.

The first project, "Traces of 3 October," focuses on the cultural heritage of the relief of Leiden on 3 October 1574 from the Spanish besiegers. This event is celebrated annually with extensive festivities throughout the city. The municipality observed that many residents, particularly younger individuals, were unaware of the historical and cultural significance of these celebrations. Consequently, they collaborated with university students of History and Archaeology, who examined various sources (both written and physical) to gather more information about the events of the siege. This research was published in a monthly chronicle in the local newspaper and utilised by students in secondary vocational education to develop a social media campaign targeting adolescents and young adults. These students also designed an 'epic quest' for this demographic, centred around eight historical locations in the city, which was published on an online platform. Additionally, a group of Commercial Economy students from the University of Applied Sciences developed a marketing campaign to promote this quest and other related activities. This project exemplifies the collaboration between students of diverse educational backgrounds, Leiden residents, the municipality, and local media.

The second project is an honours college course within the Faculty of Social Sciences titled "Learning in the City," involving 70-80 international students who analyse one of four different problems in interdisciplinary teams. These problems are identified and proposed by welfare organisations or the municipality but are further defined in collaboration with the students. Welfare organisations are particularly valuable partners for Learning with the City due to their strong connections to neighbourhoods and residents, as well as their willingness to accommodate students who can assist with their activities while conducting their research. This year, students investigated social cohesion in a diverse neighbourhood, garbage accumulation next to waste containers, the utilisation of public space in a densely populated neighbourhood, and the promotion of outdoor play among children. The student teams employed mixed methods to analyse these issues and were encouraged to engage with stakeholders, such as local residents, to develop tentative recommendations that could help alleviate the identified problems.

In this talk, we want to share what works well in these projects to stimulate transdisciplinary education, but we will also discuss several challenges we encountered, such as large student numbers, language barriers, interdisciplinary education, and managing different expectations.

## SESSION 2.2

### CO-CREATION WITH THE COMMUNITY

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#### Challenges and opportunities: transforming a postgraduate module involving older adults in the community

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#### Conference track: Good practices & practical experiences in service-learning

**Keywords:** postgraduate, older adults, challenges, intergenerational, flexibility

#### Abstract:

This presentation will discuss our practical experiences running our Service-learning module at King's College London. We have been delivering this module to postgraduate students enrolled in the MSc Mental Health Studies at the Institute of Psychiatry, Psychology & Neuroscience since 2021. Named 'Self-Identity, Intergenerational and Intercultural Learning' (SIIL), the module provides students with theoretical material covering Positive Psychology, Intercultural Studies, Language & Intercultural Awareness, Qualitative Research Methodologies and Ageism, along with engagement with a local community of older adults within a Pensioner Centre in a working-class area of London.

The module has significantly grown in terms of students' number starting from the first year with 9 students to the current year with 38 students enrolled. This increase in numbers is strictly connected to the module sitting within a compulsory pathway, which brings its own advantages and challenges. One of the main challenges is indeed the compulsory element that had been initially introduced to secure a healthy number of participants to the module, although it has also brought some resentment and unhappiness among the student population, since some students felt an obligation in choosing this module as part of their MSc pathway. During the current academic year, which is the 4<sup>th</sup> occurrence of the module, we encountered a series of other challenges that made the delivery of the module particularly complex. The Pensioner Centre we collaborated with for four years, presented some last-minute organizational changes in availability and new interactions needed to be designed with the older adults; the students presented limited flexibility in their timetable outside the module teaching hours to complete their Service-learning component and there were changes also in the teaching staff and in their availability, working simultaneously in different institutions. While during the past three years we had always received excellent feedback, the current academic year student evaluation has been mixed, with some negative comments that made us reflected on the value of delivering a Service-learning module as part of an academic pathway.

When asking ourselves whether this is worth, we reflected on the message that the director of the pensioner's centre received from one of the participants who said: *'I must say when I went to the students on King's college on Monday I enjoyed every moment of it, it was something that I really felt that I needed to talk to these people where they would understand me and I could understand what they was doing and what it was all about*

*I absolutely had a fantastic time and I hope all the other people who go have the same thing I've got.'* With this comment in mind, we think of the complexities we encountered throughout the current academic year with a positive spirit and are at present reconsidering some of the structural and content elements of the module, to be able to transform the above challenges into transformative and generative developments of the module, continuing fostering a collaboration between academia and the community.

## SESSION 2.3

# CRITICAL PERSPECTIVES ON SERVICE-LEARNING PRACTICES

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### Effects and best practices related to a Service Learning experience and Integrity-based Model

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** Service Learning experience, cultural community intervention, integrity-based best practices, effects on students, effects on communities

#### Abstract:

This presentation reports effects and best practices related to a Service Learning experience and Integrity-based Model (Daher et al., 2024a), promoting an engaged scholarship. The experience of a cultural community intervention done by academics from the Psychology Department and the Music Institute is discussed, where students doing their professional practice and a research internship course participated. This was based on an applied research project focused on integral human development (VRI Interdisciplina II202201), and a teaching improvement project centered on Service Learning (Uniservitate Award). These projects aimed to foster the university's contribution to social challenges (Irarrázaval, 2020) related to cultural and community development (Hodge et al., 2024) of nearby neighborhoods in poverty situation, while also enhancing students' transformative education (Jouannet et al., 2013), promoting lasting changes. These projects were grounded in principles of public and civic commitment (Ardoin et al., 2023; Marino et al., 2019), equity and social justice (Santiago-Ortiz, 2018), as well as university social responsibility (Bahena et al., 2022), to advance towards integral education and social contribution. For this, strategic partnerships and institutional alliances (Akhurst et al., 2022) were established with the local government and neighborhood leaders, thanks to a university intermediary agency (between the faculties and community partners).

The Integrity-based Service Learning Model entails, on the one hand, ensuring meaningful learning through relevant actions and a connected pedagogical style on the part of the teaching teams, as well as the integral involvement of the students in their educational process, and a facilitating role of the community partners. On the other hand, it implies offering a quality service, carried out in a rigorous and systematic way, fulfilling commitments and products, being a contribution to community partners and communities (Daher et al., 2024a). The Model offers best practices for preparation, implementation, supervision, evaluation and return, in order to safeguard the quality of services and learnings. Each step of the Model will be explained with concrete examples from this intervention.

The main effects over students (Daher et al., 2024b) were to engage on real-world activities, activating a more robust professional attitude, and acquiring competences related to the social intervention cycle (familiarization, diagnosis, design, implementation, evaluation), as well as skills to manage artistic and musical strategies (such as storytelling through collage co-creation

and interactive musical encounters). Overall, the Service Learning experience, as pedagogical approach, was highly valued by the students for its opportunity to apply knowledges and make a social contribution.

The main effects over communities (Daher et al., 2024b) were at the community and cultural levels. At the community level, effects on intergenerational proximity, neighborhood integration and the strengthening of community identity were recognized. Emerging results were also identified in the short term, and in the medium and long term. At the cultural level, results were generated in intergenerational proximity in terms of approaching culture and strengthening historical-cultural identity, as well as emerging effects on emotional and spiritual well-being. Likewise, effects on integral human development stand out.

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## SESSION 2.3

# CRITICAL PERSPECTIVES ON SERVICE-LEARNING PRACTICES

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### Exploring the Challenges of Service Learning in Contemporary Higher Education

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**Conference track:** Best practices & practical experiences in service learning

**Keywords:** ethical considerations, inequities, critical thinking

#### Abstract:

Whilst there are many definitions of service Learning (SL), there is broad consensus that SL is an experiential pedagogy linking the curriculum and community service through which students take part in meaningful real-world activities designed collaboratively to respond to a genuine community need. Advocates of SL view it as a transformative pedagogy and systematic reviews and meta-analyses provide substantial evidence of its positive impact for all parties involved. However, to better enable the realisation of its considerable potential, academics intending to adopt SL need to be mindful of its challenges and ethical issues as well as its many strengths and potentialities.

Unchecked assumptions about SL's ethical provenance and beneficence can, if not recognised, have undesirable consequences which may diminish its value for all concerned. Assumptions can play out in the narratives we use to frame, plan, design, conduct and evaluate SL. Examples of such assumptions may include: 1, viewing SL as students providing assistance to others (so more like charity than a mutual exchange), 2, framing SL as a pragmatic professional skills development opportunity (rather than acknowledging the contested socio-political nature of the SL context/activity in the curriculum), and 3, expecting SL will generate desirable outcomes for all involved (rather than also recognising how we frame SL may limit such outcomes). Assumptions such as these overlook the negotiated, mutually beneficial and ideally, equitable-relationships central to contemporary SL in HE.

Ethical issues in SL are varied though many criticisms relate to ideals implicit within traditional SL arising from inequitable power and privilege among participants (Butin, 2006 & 2015, Mitchell, 2008, Vincent et al., 2021). In turn, these issues may limit benefits and, in some cases, lead to poorer outcomes for those involved such as reinforcing biases, stereotypes and social beliefs (e.g. Connor & Erickson, 2017; Grobbelaar et al., 2017). To realise the considerable potential of SL, it's important to appreciate what may enhance and what may diminish its positive and sustainable impact. Thus, as advocates of SL in HE, we can be guardians to ensure that SL moves away from well-intended but naïve practice which may lead to undesirable outcomes and seek instead to adopt a more critically informed position through which we can be better prepared to acknowledge and address potential issues.

This presentation provides an overview of selected issues associated with inequitable power and privilege among participants in service learning and the undesirable consequences which can arise

when SL is presented as an uncontested, apolitical and charitable activity. The presentation concludes with suggestions for how those involved in HE-based SL and particularly HE staff, can contribute to the impact of SL by raising awareness and reflexivity around the selected issues of power and privilege within the particular context.

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## SESSION 2.4

### CROSS-UNIVERSITY PARTNERSHIPS

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#### Community Service-Learning in Tourism Higher Education Institutions

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**Conference track: Collaboration & alliances for service-learning**

**Keywords:** tourism development, territory stakeholders, public engagement, guidelines for students

#### **Abstract:**

Community service-learning is a pedagogical approach that can be used in many different fields of Higher Education. Organisations and community associations are very keen on using students' knowledge of the digital world (designing apps, web content, etc.) or marketing approaches (communicating through video and audio materials). However, communities can also benefit from the special knowledge tourism students have about developing territories into tourism destinations. Students can collaborate with local authorities, associations, NGOs, public and private organisations, and locals. Their learning experience is therefore extended to communication with different stakeholders, resulting in an overall development strategy for the territory. Strategic directions can be used by many entities, and their impact on society is consequently larger.

Moreover, the collaboration between students and a tourism destination is even better if it is a long-lasting process. Even if a certain group of students visit a territory only once, the teachers can continue working on the territory for many years, bringing new and new groups of students, developing the ideas further, upgrading or taking into consideration specific elements of the destination.

Several years of using the community service-learning approach in tourism studies showed that local entities are happy to welcome students and get an outsider approach to their challenges. They are willing to participate in discussions, interviews, personal communication and sightseeing around their territory. They appreciate students' work and listen to their suggestions. Moreover, they are especially pleased with some tangible materials students can provide for the entities. Therefore, students and teachers wrote and designed books about the destinations, where they described the characteristics of the territory, their work, and their proposed solutions. Local entities were happy to receive a printed book since they used it not only for their development process but also for promoting their destination.

For a successful collaboration between tourism students and different stakeholders, it is important that certain guidelines direct their work. Therefore, we gathered these principles in the textbook "Introducing Public Participation Methods into the Pedagogical Process", which highlights the importance of the involvement of different communities in tourism development planning processes. The textbook presents and explains the concept of public participation in tourism planning processes and the reasons and levels of public involvement in development processes. The textbook also presents examples of good practices of cooperation with the local community from different countries. The textbook then focuses on the public involvement process itself,

where the individual steps of participation are described. Next, advice is given regarding organising events where the public is involved. In particular, public participation techniques, which can be used in cooperation with various stakeholders, are highlighted. Finally, the textbook presents examples of the inclusion of local participation in the study process at the Faculty of Tourism of the University of Maribor. It provides a draft work plan for future examples of community service-learning inclusion in the study process.

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### CROSS-UNIVERSITY PARTNERSHIPS

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#### ServU Project unveils: Guide for Service-Learning in Higher Education for Ukraine's Recovery

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#### Conference track: Collaboration & alliances for service-learning

**Keywords:** Service-Learning, Higher Education, Wartime, Ukrainian recovery, Guidelines.

#### Abstract:

In times of complexity such as war, when the scale of priorities is drastically redefined, teachers are required to question how what they teach can be useful to society, to help create a positive impact in relation to the urgent needs, care and well-being of people and the community in which they live. Building community partnerships during wartime and post-war recovery is crucial and, at the same time, is a multifaceted endeavor requiring meticulous planning, trust-building, and sustained collaboration (Ruffolo et al., 2023).

The Erasmus+ project “Service-learning in Higher Education for Ukraine’s Recovery” (ServU, 2023-2026) is built on the overarching priority of the European Commission, “Governance, peace, security, and human development”, which aims to strengthen active citizenship and build specific expertise in democracy, human rights, and multilateralism. The project starts from the current war scenario that has presented Ukrainian universities with new and urgent challenges, including maintaining the academic process, ensuring that students acquire relevant skills in a disrupted environment, and helping society rebuild. International collaboration among universities is crucial in navigating these challenges effectively. Indeed, ServU promotes an active collaboration between the European Union, Ukrainian HEIs, and local territorial communities in their efforts to recover Ukraine through Service-Learning (SL). SL is an incredibly powerful learning and teaching tool that enables teachers to cultivate needed connection, purpose, and engagement for her/himself and her/him students, also during wartime (Kenworthy & Opatska, 2023).

The purpose of this contribution is to provide insights into the multilevel process by which universities cooperated in defining how SL can be adapted for Ukraine’s recovery and to discuss the first findings: guidelines for SL during wartime. The final objective is to open a debate on how to challenge key SL concepts and understand the new design requirements for addressing these disruptive challenges.

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### CROSS-UNIVERSITY PARTNERSHIPS

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#### Empowering Service-Learning in the Southern European Region: The Uniservitate Project, an example of Networked Learning

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#### Conference track: Collaboration & alliances for service-learning

**Keywords:** Service-learning, Higher Education, Networking

#### Abstract:

Service-learning emerges as a powerful educational approach that merges knowledge acquisition and competence development with solidarity action, generating a positive impact on both the community and the students (Cadei & Serrelli, 2023; Cadei & Simeone, 2021). As described by Eylar and Giles (1999), service-learning ‘combines learning with community service in such a way that each enhances and strengthens the other’. According to Furco (2010), service-learning ‘focuses on achieving clear academic goals through community service’. Service-learning ‘promotes the development of leadership skills, active citizenship and critical thinking’ (Aláez et al., 2022; Bringle and Hatcher, 1996; Mota Ribeiro et al., 2023).

In the context of higher education, the Uniservitate project stands as a beacon of innovation and social engagement in the Southern European region. Inspired by the values of Christian humanism, Uniservitate is a global programme that seeks to promote solidarity-based service-learning (AYSS) in Catholic Institutions of Higher Education (ICES). Its aim is to generate systemic change through the institutionalisation of AYSS as a tool, to fulfil its mission of offering a holistic education to new generations and engaging them in an active commitment to the challenges of our time. It is a global programme in constant expansion, which firmly believes in networking and in the potential of bringing together the experience, know-how, lights and shadows in the institutionalisation processes of more than 31 universities involved.

Uniservitate brings together several international research teams and institutional support schemes implemented from 7 regional nodes, strategically distributed all over the world: 5 continents, 26 countries, 15 languages, 405,271 students, 44,706 teachers, integrated in 31 universities and educational institutions. (For more information about the Uniservitate project please visit [Uniservitate](http://Uniservitate)).



Uniservitate adopts a holistic approach ranging from awareness-raising and teacher training, to the design of curricula that integrate the social dimension into academic education. In the culturally rich and diverse region of Southern Europe, the Uniservitate project has been of fundamental relevance for universities. Through concrete experiences in universities, the transformative potential of service-learning to address local social challenges is evidenced, since, as Astin et al. (2000) assert, service-learning ‘promotes deeper and more enduring civic engagement among students’.

This paper presents a synthesis of the experiences of institutionalisation and how networking has favoured these experiences. The achievements will be presented, highlighting their contribution to strengthening the social fabric and the integral formation of university students, as well as the difficulties encountered. We invite the academic community to explore and collaborate in this exciting journey towards a more committed and supportive higher education.

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## SESSION 3.1

### SERVICE-LEARNING IMPACT ON STUDENTS' ATTITUDES

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#### Measuring Service-Learning Effects on Quality of Participation and Citizenship Education Dimensions: Learning from Unexpected Results

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** social justice, empowerment, sense of community, civic engagement, quality of participation

**Abstract:** Service-learning is a widely adopted approach in higher education institutions globally, integrating civic engagement experiences into academic curricula while being responsive to the development of local communities (Compare et al., 2023). This study aimed to assess the impact on students in participating in voluntary semester-long service-learning labs and courses in comparison to traditional labs and courses. A quantitative online survey was administered to 110 students at the beginning and end of the lectures, investigating four psychosocial variables of citizenship: social justice attitude, cognitive empowerment, sense of community responsibility, and civic engagement. The post-survey also collected data on the participants' quality of participation experiences. Analyses performed on data revealed no statistically significant group differences over time in all examined variables, except for the quality of participation experiences, where service-learning students scored significantly higher than other students. Factors potentially influencing these results include the students' perception of their competence, the duration of the service-learning program, and relying on self-reported measures (see Zuccherò & Gibson, 2019). This study contributes to the advancement of experiential learning knowledge emphasizing the significance of methodological rigor, underpinning a narrative that leverages failure to foster understanding. Future research could further explore the role of quality of participation experiences in service-learning.

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## SESSION 3.1

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### Fostering Civic-Mindedness: The Role of Service-Learning in Social Work Education

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** civic-mindedness, service-learning, social work

#### Abstract:

This study's findings offer significant insights into the correlation between service-learning and the cultivation of civic-mindedness in social work graduates. Civic-mindedness, a robust sense of social responsibility and advocacy, is crucial for social work practitioners. The research underscores the importance of integrating service-learning experiences into social work education to foster this civic-mindedness.

While the university's historical origins are somewhat detached from the community, social work's beginnings are deeply rooted in community involvement, particularly university-educated women played pivotal roles in social advocacy and service provision (Trattner, 1999). However, over time, it has moved away from focusing on social change towards models focusing more on clinical and psychotherapeutic interventions (Specht & Courtney, 1994). Nonetheless, social workers remain dedicated to community-based practices, bound by ethical self-determination and social justice principles. Global Definition of the Social Work Profession (IFSW, 2014) defines social work as a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Hylton (2015) states that civic engagement is pivotal to the social work profession's survival and our historic role in shaping the social contract.

A modified civic-minded questionnaire (Steinberg et al., 2011; Slovak translation Brozmanová, Heinzová, 2018) was chosen for its comprehensive assessment of civic-mindedness. The research group consisted of 320 respondents, who were social work graduates at Slovak and Czech universities ( $M_{Age} = 29.33$ ;  $SD_{Age} = 10.03$ ; 86.3% of women). The research results demonstrated statistically significant differences in the overall civic-minded graduate scale and several subscales between students who participated in service-learning during their studies and those who engaged in other practices, such as studying or practicing abroad, attending courses about civil society and nonprofit organisations, and problem-based learning. In all cases, graduates who participated in service-learning obtained higher scores.

These findings shed light on the potential impact of service learning on civic-mindedness in social work graduates. It is evident from the results that service-learning experiences during undergraduate studies positively influence various dimensions of civic-mindedness, including

advocacy, client empowerment, and a commitment to social change and social justice. These outcomes underscore the potential of service-learning to instill a deeper understanding of the social issues and inequalities that social work aims to address. The study's implications extend beyond the academic setting, offering valuable insights for educators, policymakers, and practitioners in promoting democratic values and social responsibility through service-learning. The findings underscore the importance of integrating service-learning initiatives into social work curricula to prepare graduates as active and socially conscious professionals.

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### SERVICE-LEARNING IMPACT ON STUDENTS' ATTITUDES

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#### Unbundling the Impacts of a Student-Led Service-Learning Course on Volunteering after School

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**Conference track:** Empirical research on service-learning and service-learning

**Keywords:** Service-learning, Student-led, Impact, Volunteering, Alums

#### Abstract:

Service-learning provides students with the opportunity to combine learning with real-world experiences, potentially leading to more effective preparation for future life, both professionally and privately. Student volunteering provides a deeper understanding of volunteering and the influence of life transitions in volunteer behavior (Lancee & Radl, 2014). Sax et al. (1999) and Rosenthal et al. (1998) provide valuable insights into the enduring nature of volunteerism. Hart et al. (2007) suggests that service-learning experiences lead to a sense of civic duty and community involvement. Moorfoot et al. (2015) support this by demonstrating a positive correlation between adolescent volunteering and adult community participation. They particularly highlight the role of volunteering in fostering social responsibility and community awareness. Furthermore, Sax et al. (1999) broadens this analysis to the college environment, indicating that volunteer activities during undergraduate years significantly contribute to a heightened sense of community responsibility and an increased likelihood of choosing public service careers. All are illustrating that early engagement with volunteering activities lead to continued community involvement and political activity.

The relation between service-learning and continued community involvement indicates the significance of our longitudinal study design as our research investigates the effects on future volunteering activities of a student-led service-learning course which involves consulting and supporting the headquarters of small private international development organizations at a major business school (Husseinifard et al., 2022). The aim of the research is to investigate whether business school alums who have participated in this service-learning course are volunteering alongside their regular jobs, are working for non-profit organizations (NPOs), or at least have a commitment to continue community service. Next to confirming the general positive effect of service learning on future volunteering, the research sets out to investigate the relation with future sector of volunteering and volunteering activities. In this case, given the content of this specific service-learning course, we expect alums to volunteer for international development in leadership roles.

Thus, this paper will focus on two research questions, namely: 1) To what extent do alums practice volunteering after graduating from a one year of service-learning curriculum from a business school? 2) What types of volunteering sectors and activities do the alums practice? The current

research presents the first batch of a broader study. The research follows a quantitative approach, using survey methodology, involving students (n=75) who have participated in the service-learning course in the past two to three years and have now started their careers. As a theoretical contribution, this research will contribute to the literature on volunteering patterns of school graduates with earlier knowledge on service-learning. While as a practical contribution, it would provide a feed-forward derived from its findings, and useful in redesigning the curriculum for service-learning in higher education.

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## SESSION 3.2

### SERVICE-LEARNING IN TEACHER EDUCATION

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#### Democratic Engagement in Post-Democracy: Facilitating Mutual Societal Learning

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** peer-to-peer education, vocational school, empowerment, democracy, civic education & engagement

#### Abstract:

With this paper, we would like to apply for a brief presentation at the 7th Edition of the European Conference on Service Learning in Higher Education. Our project is currently in the conceptualization phase and will commence in collaboration with dedicated students in the current summer semester. The planned launch at a vocational school will take place in the fall, coinciding with the start of the winter semester.

The innovative teaching project aims to educate students and vocational school pupils together in political education, followed by implementing projects developed by them in political education at the cooperation school. During a one-semester training phase, students and pupils are introduced to the principles of political education, current discourses, and basic elements of project management. Participants benefit from getting to know each other's life realities and perspectives during the project development. Projects can be freely designed by the participants. Examples include project days for promoting democracy and societal participation or cooperative games to demonstrate empowerment possibilities. Eventually, the formed project tandems also benefit the pupils by providing them with various role models who can convey the contents of political education from different perspectives. Initially conceived as extracurricular in the university context, the project can be integrated into an interdisciplinary module in the medium term. Implementation follows a low-threshold approach in the form of "peer-to-peer formats" and thus fulfills the principles of applied sciences at our university. This ensures a professional knowledge transfer from both the practice of school and science. The project team at Frankfurt UAS provides method kits, materials, input, tools, and support services for an idea workshop for profile group instruction. Topics can be tailored to the school and coordinated in advance with the school management or responsible teacher. At the same time, there should be the possibility of involving the students and pupils in the topic selection and focus (examples...).

Overarching goals can include:

- Resource-oriented promotion of young people (strengthening self-confidence, thinking outside the box, identity promotion, empowerment)
- Promotion of democracy
- Teambuilding, initiating reflection processes
- Strengthening social skills and self-efficacy
- Ambiguity tolerance
- Getting to know other life worlds (students and pupils, peer-to-peer)
- Getting to know other language systems (scientific references)
- Self-management Organizational Points: Limited personnel resources from the school, as implementation is carried out by students. Space and a fixed group

Times:

- Training through project days once a month from October to winter break, then implementation and reflection between January and March
- Training program with weekly sessions from October to winter break.

Illustrative contents of the one-semester training phase:

- Introduction to the fundamentals of political education
- Current political discourses and developments
- Basics of project management
- Interactive workshops to promote teamwork and cooperation
- Practical exercises for the development and implementation of educational projects
- Reflection processes for continuous improvement and adaptation of projects
- Inclusion of expert lectures and guest speakers from relevant fields
- Peer-to-peer learning approaches to promote mutual exchange and learning

The training phase is structured through regular meetings, workshops, and practical exercises to provide participants with a holistic and practice-oriented education.

## SESSION 3.2

### SERVICE-LEARNING IN TEACHER EDUCATION

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#### “To be or not to be... That’s the question.” Service-Learning in Initial Teaching Training

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** Service-learning, reading habits, initial teacher training, infant education, primary education

#### Abstract:

The development of service-learning projects in initial teacher education contributes to the development of academic competencies specific to the regulated profession, while also incorporating, as part of the shaping of teachers' identity, the social commitment of future educators to improving the education system (Ferguson, Hanreddy, & Draxton, 2011; García & Cotrina, 2015; Gil-Gómez et al., 2016; Álvarez-Álvarez & Pascual-Díez, 2020). Furthermore, collaboration among diverse educational stakeholders responds to recommendations from international organizations (UNESCO, 2021a y 2021b), urging the establishment of connections with the environment as an essential element for educational and social transformation. The need for institutions of higher education to serve the community is also emphasized. The development of service-learning projects emerges as a highly suitable tool to make this possible.

The service-learning project 'To Read or Not to Read... That's the Question' is an educational innovation project that arises from the collaboration between the Bachelor's degrees in Early Childhood Education and Primary Education at the Universidad San Jorge and Bajo Aragón-Marianistas School (Zaragoza). It stems from the identified need, both within the school and among university students, to promote the development of reading habits as a necessary skill to foster quality education (Colomer & Munita, 2013; Trigo, 2021; Juárez, 2019; Cerrillo & Yubero, 2013). Starting from the identified need, the University aims to contribute to the development of the school's Reading Plan. Following the phases and stages of service-learning project development (Puig et al., 2008), the participation involves a total of 4 subjects from the curricula of the Bachelor's degrees in Education at Universidad San Jorge, along with the involvement of students and teachers from the early childhood and primary stages of both the school and the university. The total number of benefiting students amounts to 160, along with their respective teaching teams.

Phase I, Project Preparation, needs identification, and work plan establishment was collaboratively conducted with the school to define the service through which the need to promote reading habits in the center would be addressed. A preliminary questionnaire was administered to university students to assess their level of knowledge regarding the promotion of reading habits in early childhood and primary education, as well as children's literature. Phase II, Project Implementation, takes place between March and November 2024, through the implementation of various actions both at the school and on the campus, complemented by the design and implementation of

teaching resources developed by university students. Phase III, Project Evaluation, is scheduled from May to December 2024. Initial results have already been gathered from the first implementation sessions. A comprehensive evaluation involved schoolteachers, university students, and lecturers. School teachers and university students completed a post-questionnaire to assess student performance, book selection, activity suitability, and other aspects related to their perception of the service and learning objectives acquisition. The results are highly positive. In addition, university lecturers have reflected on these findings to identify areas for improvement.

The project has been awarded in the 8th Call for Service-Learning Awards in centers of the San Valero Group for the year 2024. It was presented at San Valero Group Centers' Service-Learning Awards Gala in May 2024. The results were disseminated on social media.

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# SESSION 4.1

## CRITICAL REFLECTIONS IN SERVICE-LEARNING RESEARCH

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### The very same but different – Distinguishing different types of service-learning

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** research, typology, actor constellation model, application, implementation

#### Abstract:

Though driven by shared principles and ideas, Service-Learning comes in many variations. It is differently shaped by the respective purposes, contexts, and conditions it is applied in (Furco 2020: 27). E.g., Service-Learning can be taught disciplinary or interdisciplinary; it can focus on personal and/or academic student development (Kreikebaum 2009); community service can be operationalized as a project or an individual engagement (Altenschmidt & Peres da Silva 2019); it can focus on the whole range of Sustainable Development Goals (<http://sdgs.un.org>); it can obviously be taught digitally and/or face-to-face; it can vary in the quality of service, learning, and their interconnectedness (Sigmon 1994); and many more. This variety holds serious implications for matters of Service-Learning research and definition, but also for the practical application and implementation: it implies that, by looking at different-Service Learning practices, we do not necessarily look at the same thing. Any comparison – institutionally, regionally, nationally, internationally – is thus severely limited. Any assumption, theory, result or conclusion about Service-Learning in general has to be aware of this complex and multi-dimensional variety. However, it seems we lack the tools for that so far, as Service-Learning literature seems void of a systematic and multi-dimensional typology.

This conceptual paper presentation contributes to a service-learning typology. Based on an analytical conceptual actors' framework introduced to German Service-Learning discourse recently (Altenschmidt 2023) and on the deliberations by Reinders (2016), the talk explores different constellations and relations between four essential actors in Service-Learning: teachers, students, community organizations and clients. Drawing on the four types of service in Service-Learning as described in literature (Jacoby 2015; Berger-Kaye 2010; Morton 1995), the talk uses the *constellation model* to specify the distinct differences between the types. The model is then applied to clarify connections between Service-Learning and Social Entrepreneurship Education/Design Thinking (Brown 2008).

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## SESSION 4.1

### CRITICAL REFLECTIONS IN SERVICE-LEARNING RESEARCH

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#### A systematic review of published qualitative research on service-learning in physiotherapy

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#### Conference track: Empirical research on service-learning and service-learning impact

**Keywords:** Service-learning, physical therapy, physiotherapy, qualitative research, systematic review.

#### Abstract:

Service-learning (SL) is an educational methodology that provides students with experiential learning in a community-based setting. SL is a very interesting tool to develop in academic physical therapy (PT) degree programs because it gives students the opportunity to provide a service to the community while working on key content of PT theory and practice. In addition, SL projects have an impact on the recipient community: they receive a service, they become a teaching space, and they change their role in society. As mentioned above, these SL projects have a human dimension and impact both the students and the recipient community. Qualitative research (QR) encompasses a wide range of methods and theoretical frameworks that explore people's experiences, perspectives, beliefs, and behaviours and has been used in many areas of education and health care. Studies have explored SL in PT qualitatively, but a comprehensive overview is lacking.

The aim of this review was to examine the qualitative evidence on SL in PT. A systematic review of qualitative studies was conducted. Four databases (Scopus, Web of Science, MEDLINE and ERIC) were systematically searched. The PRISMA guideline was used to document the literature search at the different stages, and the Critical Appraisal Skills Program (CASP), a checklist for qualitative research, was used to assess the studies that met the inclusion criteria. Articles published between January 2013 and August 2023 were included. The following data were extracted: main aims of the publication, population studied, methodology, intervention and evaluation details. A content analysis approach for qualitative research was used for data synthesis.

A total of 16 articles met the inclusion criteria, population studied in 15 of them were students. The instruments used for data collection were written reflections (n=10), questionnaires (n=2), focus groups (n=2) and interviews (n=4). Five analytical categories emerged in relation to SL projects in physical therapy: 'work and relationship with others', 'awareness of professional and personal change', 'communication', 'application and learning of professional skills' and 'enhancing

personal and interpersonal values and qualities'. Most items reported (n=12) scored 7/10 or above on the CASP quality checklist.

The qualitative review of the selected articles leads us to conclude that PT students as well as recipients obtain both educational and non-educational benefits from their participation and performance in SL activities, they also consider such interventions to be positive. We found an adequate reporting of qualitative methods and their relationship to the study findings, and a wide range of qualitative data collection tools. Service recipients could benefit from further primary research as most of the published studies examine students' experiences of SL projects.

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## SESSION 4.1

# CRITICAL REFLECTIONS IN SERVICE-LEARNING RESEARCH

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### Mapping Service-Learning Practice & Research in Europe: Challenges in an Evolving Context

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** European Higher Education Institutions, Service-Learning, European Observatory of Service-Learning in Higher Education, Complementary knowledge dimensions.

#### Abstract:

The European Observatory of Service-Learning in Higher Education (EOSLHE) was created in January 2019 aiming to allow cooperation and exchange among the members of the European Higher Education Area by mapping, collecting data and evidence regarding the level of development of service-learning (S-L) as well as its institutionalization. By 2022, EOSLHE had mapped 154 S-L experiences, 36 S-L COVID-19 experiences, and collected 50 S-L responses to a survey on institutionalization of S-L in the European context (20 European countries). Since then, besides further mapping this, it also collected data about S-L EU-funded projects and alliances.

From the beginning, the administrative processes linked to mapping S-L faced with challenges concerning four complementary knowledge dimensions: declarative, procedural, contextual, and methodological.

A) Declarative level: The absence of an EU S-L knowledge structure containing categories of transdisciplinary information made it difficult to define and conceptualize S-L and its institutionalization in Europe, the direction of that pedagogy and practice. Such a knowledge structure would help stakeholders to define what would be S-L in the EU and what would not, as well as S-L institutionalization. Proposals were made to assess if the essential elements of S-L practice were present in the variability of community engaged experiences in EU higher education.

B) Procedural level: It was noted the difficulty to find practical solutions to S-L management problems, particularly at the student level. The lack of EU principles of good practice to allow projects sustainability or effective community campus partnerships highlighted the need of a well-defined development of vertical (top-down, bottom-up) and lateral (among disciplines) communication. The transfer of knowledge and (sub)abilities remains key to build more complete responses to complex daily problems.

C) Contextual level: The lack of facilitating ways to upgrade or transform the curriculum as a result from reflective processes on the S-L experiences is a barrier to overcome. Opportunities for a long-term impact could occur at local level but also influence other allied universities. It was challenging for EOSLHE to identify or give visibility to European alternative narratives regarding SL to

promote the development of research instruments, quality assessment protocols as well as analytical models for interpreting European reality.

D) Methodological level. The limitations of time, costs, and/or transparency to facilitate the identification of S-L practitioners in higher education led EOSLHE to resort to forms qualitative recruitment processes (snowballing) to survey key informants that were not very accessible or difficult to find. The lack of contextual knowledge of what may be happening in the various European countries that are practicing S-L makes difficult to construct, implement, analyze and discuss instruments and data that would allow EOSLHE to obtain a kaleidoscope of images closer to reality.

Today, relevant EU projects are being developed, so the challenge remains in mapping them, develop an in-depth analysis and foster transferability to diverse European contexts. That illustrates the need to strengthen EASLHE to promote S-L in collaboration with other EU structures and therefore, facilitate EOSLHE' crucial role including to map out sequential progressions of S-L projects and levels of institutionalization.

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## SESSION 4.2

# SERVICE-LEARNING IN AN INTERNATIONAL CONTEXT

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### Challenges and recommendations of an International Service-Learning Trajectory

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**Conference track: Best practices & practical experiences in service learning**

**Keywords:** international service-learning, educational design, cross-cultural, case-study

#### Abstract:

Service-learning is the pedagogy par excellence for promoting societal learning and for implementing global, social, intercultural and civic issues during international study experiences (Hovey & Weinberg, 2009). Students learn through direct interaction and cross-cultural dialogue with others. The intention is for students to effectively contribute to the local community of a host country through their engagement. During this direct interaction, they experience cultural differences and learn how to navigate them.

In practice, we rightly see a growth in international service-learning journeys and increased attention to social engagement and service-learning project in European collaborations (e.g., Young Universities of the Future of Europe Alliance). An international service-learning project can take various forms. It can involve a service-learning experience within Europe or beyond (North-South dimension). Additionally, international service-learning can entail complete immersion in another environment (physical mobility), online/virtual mobility, or a mix of both (blended mobility) (Albanesi e.a., 2022). Each form has its own advantages and difficulties. Through a concrete case study, namely the Community Service Learning-Challenge - a course created within the framework of the Young Universities of the Future of Europe Alliance at the University of Antwerp (Belgium)- we focus on an example of international service-learning from a European perspective with physical mobility. This means that students from European universities are completely immersed in the Antwerp community.

During the presentation, we outline the setup of this challenge using several specific questions:

- How is collaboration with societal partners carried out? Here, we emphasize the importance of reciprocity, where collaboration and knowledge exchange occur with mutual respect among all involved parties. We also focus on the preparation of the international service-learning project.
- What is aimed for during the semester? In this part, we explore the design of the trajectory. We focus on how intercultural insights and perspectives on societal engagement are shared among students and between students and community members (Crabtree, 2008, 2011).
- What works well? What is still challenging? In response to these questions, strengths, challenges, and pitfalls are explained. Specifically, we focus on the concept of the 'tourist gaze' (Urry, 2002) and finding the right match between students and community partners.

Finally, we provide some conclusions and recommendations for developing an international service-learning project.

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## SESSION 4.2

### SERVICE-LEARNING IN AN INTERNATIONAL CONTEXT

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#### MicroMundo: Bridging Citizen Science and Service-Learning to promote Antibiotic Resistance Awareness in the Community

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** Service-Learning. One Health, Antibiotic Resistance, Citizen Science, STEM

#### Abstract:

The threat of antimicrobial resistance has been set by the World Health Organization into its priorities for immediate action (WHO, 2014). Antibiotics are our therapeutic arsenal against infectious diseases, saving millions of lives every year worldwide. However, a misuse of these valuable drugs in environmental, animal and human health over the last decades has led to the expansion of multi-resistant bacteria, responsible for over 1.000.000 deaths yearly. As prominent keys to fight antibiotic resistance stand: (i) to promote awareness of the problem in the population, leading to a rational and effective use of antibiotics, and (ii) to boost research in this field for the development of future antibiotics.

MicroMundo is the partner strategy in Spain and Portugal of the Tiny Earth initiative in the USA. Following a Service-Learning (SL) program at 30 Universities, Undergraduate Students lead off-campus research teams at Secondary and High Schools following a Citizen Science experimental

program to isolate new antimicrobial activities from environmental soil samples. At each School, the experiments are coordinated by a MicroMundo team, usually five university students led and tutored by a Faculty member. In four or five two-hour laboratory sessions and an additional final celebration session, teenager researchers are trained in microbiological techniques to similar to those used by pharmaceutical companies in the past to isolate antibiotic-producing microorganisms (Valderrama et al., 2018).

The team at the Complutense University of Madrid (UCM) was pioneer worldwide in implementing this student-sourcing research project by Service-Learning in 2016. With the aid of the Spanish National Plan for Antibiotic Resistance (PRAN) and the Spanish Society for Microbiology (SEM), the program successfully spread to many other Universities in Spain and Portugal. Here we present the MicroMundo experience at UCM as a successful strategy to create scientific culture in One Health and antimicrobial resistance in the community. Every year, we involve an average of 40 Faculty Researchers and over 150 University Students in a SL program that works on 30-40 Secondary or High Schools in the Madrid area. The MicroMundo@UCM teams engage every year over 600 young researchers in the project, thus integrating various educational levels and inspiring vocations for STEM higher education in teenagers. Besides collecting putative new antibiotic producers of interest for the scientific community, the MicroMundo teams work on two main objectives: (i) to create scientific culture on preventive action to fight the spread of antibiotic resistance in society, thus contributing to scientific literacy; (ii) to inspire vocations in young students for research and development in the STEM areas, with emphasis in women and populations with limited opportunities.

Beyond these service results, our experience over the years proves a very efficient outcome of the SL strategy on efficient learning of specific and transversal competencies for University students, as well as on boosting motivation to shift their curriculum towards research profiles.

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## SESSION 4.2

### SERVICE-LEARNING IN AN INTERNATIONAL CONTEXT

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#### ICU2 Foundation Vision Care Service Learning Projects: Student Volunteers' Impact on the Delivery of Vision Care to the Underserved

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**Conference track: Best practices & practical experiences in service learning**

**Keywords:** experiential service-learning, partnerships, community engagement, transformative leadership, sustainability

#### Abstract:

The ICU2 Foundation's vision care service learning project emerged through visits within the slums of Mumbai (India). These revealed a profound lack of optometric care to underserved populations, specifically children, in the schools surrounding the slums of Malad West. Working closely with colleges of optometry in Mumbai and in Paris and with eye care professionals, it became apparent that, with the help of trained student volunteers in the screening process, optometrists and ophthalmologists could proceed to do a far greater number of refractions and other eye exams. In this way, it became possible to screen effectively many thousands of children and adults with a small number of eye care professionals. By incorporating the latest technology in the field of refraction, it became possible to help the work of eye care professionals even further. The direct result to beneficiaries includes an eye exam, refracted lenses, choice of frames, referrals for further care and cataract operations.

Typical ICU2 Vision Care Projects take place over a period of 5 working days and are held in places that can safely accommodate large numbers of people of all ages along with the volunteers. Volunteers are drawn from schools, colleges of optometry, hospitals, medical centers and local optometrists. The student volunteers are responding to offers to participate in experiential service learning which constitute formal educational experiences within their overall academic preparation. A well-designed SLP must incorporate the links between the service conducted and the school's curriculum. Various fields of study, such as economics, geography, social sciences, physics, biology and medicine come readily into play during the conduct of the camp. An inseparable part of the design or structure of the project is the element of reflection that guarantees transformative effects and outcomes for the student participants.

Throughout the project, students are afforded opportunities to witness and experience human predicaments while participating in their resolution. This exposure to human dilemmas, accompanied by the effective guidance of service learning leaders, often provokes deep personal questioning of attitudes and knowledge of poverty, inequality, suffering and related issues which can then can be explored and impacted. The direct engagement with others through the delivery of vision care can lead to enhanced empathy, thus combatting indifference and ignorance.

Ensuring that service learning participants take away a deeper sense of community and understanding and that they have gone beyond biases and prejudices often associated with populations of different socio-economic, religious and/or cultural backgrounds, is equally necessary for the project to be considered successful. This is facilitated through the practice of end-of-day reflective discussion groups and is grounded in Mezirov's transformative learning theory.

This model, practiced principally in India, can be readily replicated within European areas to reach underserved populations, such as farm workers, migrants and asylum seekers, the homeless and those suffering from poverty. Working in conjunction with municipal offices and university service learning advisors, it would be possible to identify populations in need of vision care and to organize its delivery through the coming together of student volunteers and vision specialists.

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## SESSION 4.2

### SERVICE-LEARNING IN AN INTERNATIONAL CONTEXT

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#### Development of inclusion and social justice by University Service-Learning with migrants in Europe's land border with Africa

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** migrants, social inclusion, university education, teaching English as a foreign language, physical education

#### Abstract:

Melilla (Spain) is an Autonomous City on the North African coast, and one of the two places in the world where you can find a land border between an EU country and an African country. The demographic pressure of Melilla (86 000 habitants) is increasing because of the flow of irregular migrants, which annual number equates to six percent of the population. That percentage is 50 times bigger than in Spanish cities on average (BOME, 2019). In view of this fact, the society requires university institutions to have a higher involvement in the social challenges of this multicultural city (Ruiz-Montero et al., 2023). If the university wants to meet these requirements, it must redefine its role (Chiva-Bartoll et al., 2021).

In this context, a group of professors and investigators of the University of Granada, together with professors of the partner universities, planned a project, and it got a grant from the Ministry of Sciences, Innovations and Universities of Spain. In this project, the University Service Learning (USL) is seen as a pedagogical model, which could answer to the needs of the main participant groups: university students, professors and lecturers, and migrants. The first one can learn transversal competences, while the professors act as intermediary in the change, and migrant groups are obtaining a higher importance in the society. Additionally, it is necessary to highlight the cooperation with community organizations focused on migrant groups: Melilla Acoge, Gota de Leche and CETI.

The ongoing project, which started at the end of the year 2023, works on three areas: Language Teaching (LT), Physical Activity (PA) and Intercultural Education (IE). The project aims to answer the following questions: How to examine the impact of USL projects on social inclusion of migrant communities? What is the effect of the project on the competencies of university students? Would it be possible to develop USL guidelines focused on migrant communities?

Methodologically, the mixed evaluation study design (Stage n°1= Descriptive, Cross-sectional and Observational study; Stage n°2= Analytical, Longitudinal and Experimental study) is used to respond to the defined aims. Regarding the research context, it focuses on university students of Campus of Melilla, University of Granada, and migrant community from different origins. The techniques used in gathering of information are the questionnaire, reflexive diary, group interview, record sheet, and focus group. The theoretical approach is based on socio-emotional learning. Qualitative data analysis strategy will be performed by the Statistical Package for Social Science

(IBM SPSS Statistics for Windows 21.0. Armonk, NY, USA) and the N-Vivo qualitative analysis software (version 12) for categorizing and coding data. This study is conducted in accordance with the ethical principles of the Declaration of Helsinki, and it was approved by the Ethical Committee (no. 3212/CEIH/2023). Finally, the objective of the present research is to emphasize the inclusive potential of SL programs, on LT, PA, and IE, along with their academic, social, cultural, and political implications, to achieve a more equitable society.

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## SESSION 4.3

### PROCESSES OF SERVICE-LEARNING INSTITUTIONALIZATION

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#### Hasselt University as a Civic University: How do we integrate our civic mission in our education?

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**Conference track:** Processes of service-learning institutionalization

**Keywords:** Civic university, mission statement, civic activity, civic course, educational policy

#### **Abstract:**

Regional engagement has been a core part of the Hasselt University identity since its establishment. Our fundamental purpose lies in addressing the low participation of youth in higher education in the province of Limburg. Our civic mission and vision, shaped in 2018, aim to enhance Limburg as a vibrant region for studying, entrepreneurship, employment, residency, and overall quality of life. Through encouraging student involvement in civic engagement, we seek to empower students to recognize the positive impact they can have on society, particularly within the region.

To integrate this approach into our education, we've taken various actions. For example, we organized an institution-wide education day with community service learning as the central theme. Through financing innovative educational development projects from 2019-2021, focusing on civic engagement and community service learning, we also invested more than €464.000 in the implementation of 9 projects within 6 faculties. In the academic year 2025-2026 civic will be the focal point of the innovative educational development projects again. Additionally, civic has been included as a central theme in the educational policy plan 22-29. Under this theme, we strive to offer all students the opportunity to engage in civic actions during their education. Strengthening the Limburgish community and addressing regional societal needs are central to this approach, with the definition of civic education at Hasselt University emphasizing mutually beneficial collaboration with the community on societal needs/challenges (Farnell, 2020).

With this in mind, the civic theme in the educational policy plan 22-29 was further concretized into operational objectives and related actions. Firstly, at an institutional level, Hasselt University aims to provide a diverse range of civic actions, including the establishment of an institution-wide civic course. While many programs currently involve civic actions, regular reflection on the civic nature of this action is often lacking. Yet, reflection is crucial for the success of civic courses, prompting us to develop an institution-wide civic reflection module to support programs in reaching the goals of the educational policy plan. Secondly, at the program level, each program should offer a civic course and develop at least one civic activity. For both initiatives, specific criteria were developed.

These initiatives are built on broad engagement from the institution, faculties, educational support staff, students and society, alongside a sustainable collaboration with external partners such as the European University EURECA-PRO and the Flemish Network of Service-Learning in Higher Education, who serve as critical friends to assess and strengthen our initiatives while also fostering

knowledge exchange and mutual inspiration. At the ECSLHE, we'll elaborate on translating our civic mission and vision in academic programs. Examples of civic actions/courses will be showcased, along with initiatives on the institutional level (e.g., professionalization sessions, the innovative educational development projects, etc.) to embed the civic mission and vision institutionally and support academic programs in implementing the civic ideology.

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## SESSION 4.3

### PROCESSES OF SERVICE-LEARNING INSTITUTIONALIZATION

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#### An opportunity to reinforce service-learning in higher education: a Code of Ethics and Conduct for Service-Learning Projects

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**Conference track: Processes of service-learning institutionalization**

**Keywords:** Ethical issues, Code of ethics, Inter-institutional dialogue, Training and education, Research and innovation

#### **Abstract:**

The presentation aims to share knowledge on education ethics through the proposal of ‘Code of Ethics and Conduct for Service-Learning Projects in Higher Education’ and discusses on that, its necessity (or not), its components, etc. Both the vacuum on this topic in the recent literature on Service Learning (S-L) (Ruiz-Corbella & García-Gutiérrez, 2023) and the generalization of institution-building processes in European universities (Ribeiro et al., 2021) moving us to offer this contribution as a compass for it develops in the Universities. This Code of Ethics is an ongoing and open proposal, which may welcome further reflection for its improvement. The Code was an outcome of the research project: *‘Ethical implications of the implementation and development of service-learning: ethical responsibility in research and innovation through service-learning projects in higher education (#eticaps)’* driven by the COETIC Innovation Group and support by the Faculty of Education’s research funds.

In the last few years, S-L has become mainstream in most of European universities as an approach that facilitates his responsibility both training excellent professionals but also citizens committed to the service of the common good. For this reason, and in view of this growth in many disciplines in the universities, we consider necessary to reflect specifically and particularly on the ethical or normative dimension of it develop not only in a governance level but also in the practice of the teachers and students.

It is well known that students ask for information or advice on sensitive or sensible subjects in their academic courses (Lotti et al., 2023). The international appreciation of S-L sees it mentioned in the policies of various countries, for example in Spain it is included in the framework law of the University System Act (LOSU, 2023) as well as in the student statute Act (2010). Its dissemination also thanks to national and international networks and the institutionalisation process in the various universities requires us to commit to a normative dimension so that the proposal of the Code of Ethics and Conduct that guides both the projects and the actions of the participants within them. This open proposal of the Code presents a set of values, principles and guidelines for action and driven correctly the own conduct. It’s important to understand these ethical implications also for a correct relations ship between the agent who participates in the SL projects in its different

modalities face-to-face, virtual, international, etc. We have articulated the proposal in the four areas of reference:

- Identity;
- Values and general principles;
- Activities of teachers and students;
- Commitments of managers and leaders.

The proposal has been developed from the point of view of the academy both, its relate to the community and for improve of teaching and learning in the dialogue between the various actors that make these experiences possible. The proposal also allows us and facilitates the understanding of the limits that an experiential learning approach such as SL needs, to improve this inter-institutional dialogue and between actors with different purposes (educational, social, cultural, economic, etc.).

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## SESSION 4.3

### PROCESSES OF SERVICE-LEARNING INSTITUTIONALIZATION

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#### Investing in Service-Learning Student Leaders to promote Institutional Cultural Change

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**Conference track:** Processes of service-learning institutionalization

**Keywords:** Student leadership, service learning, cohort experience

#### Abstract:

In our current global climate, the influence of student leadership in driving institutional and local change is increasingly recognized. Tulane University's decision to implement a curricular service-learning requirement initially faced skepticism but has, over the past 18 years, catalyzed a significant cultural shift on campus. This transformation was significantly propelled by student leadership cohort programs, which not only informed programming but also spearheaded culture change across campus in ways inaccessible to staff alone.

This presentation will spotlight two exemplary cohort-based student leadership initiatives—Service Learning Assistants (SLA) and Community Engagement Advocates (CEA)—originally designed to bridge the gap between faculty capacity and best practices in service learning. However, these programs evolved into transformative experiences for all stakeholders. SLA and CEA programs provided crucial peer-driven logistical support, mentorship, and facilitation, enriching the student experience while bolstering institutional mandates. The inception of these cohorts was a response to the top-down challenge of elevating service learning from the periphery to the forefront of Tulane's educational mission.

Participants will depart with actionable insights into how student-driven programs can serve as potent agents of cultural change within academic institutions. This will include:

- Understanding the pivotal role of student programs in driving cultural shifts.
- Best practices for managing such programs with limited resources.
- Sustainable models of program implementation, emphasizing self-leadership and resilience.
- Strategies for operating these programs on modest resources, including tips on grant application and leveraging job creation opportunities to nurture pre-career experiences and develop transferable skills amidst challenging economic conditions.

Moreover, attendees will gain insights into the power of peer education and its instrumental role in institutionalizing cultural change within academic settings.

## SESSION 4.3

# PROCESSES OF SERVICE-LEARNING INSTITUTIONALIZATION

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### Building a Catholic university community marked by a commitment to Service Learning

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**Conference track:** Processes of service-learning institutionalization

**Keywords:** Service-learning, Holistic, Community, Dignity, Values

#### Abstract:

This paper begins by defining the concept of service learning, citing, for example, the definition of Shane Lavery and Chris Hackett:

“Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organised community service that addresses local needs, whilst developing their academic skills, sense of civic responsibility and commitment to the community (Lavery & Hackett, 2008).”

By insisting that service and learning goals are of equal importance, this definition encapsulates the concept of a holistic perspective, canonised in Catholic education tradition. It is important to note, therefore, that service-learning should also help students grow as persons – it is not just aimed at “contributing to the community” or developing skills that are assessed in the degree programme. Recognising this notion of “helping students to grow as persons”, this paper will proceed to discuss the key concepts implicit in a holistic perspective, including the classical statement by St John Bosco (1815-1888) that his education vision was underpinned by his seminal aim that all students become “honest citizens and good Christians”. In the author’s view, service-learning originates in this Salesian vision in the modern period. A brief conspectus of this holistic perspective will be retrieved, underpinned by scholarly and ecclesial sources, including a series of documents published by the Congregation for Catholic Education (now the Dicastery for Culture and Education) alongside scholarship relating to Catholic Social Teaching.

More recently, Cardinal Tollentino, Prefect of the Dicastery of Education and Culture, in a recent address to the International Federation of Catholic Universities, stated:

We have to strive for Catholic Universities to be good universities. But we must also bear in mind that this is not enough. In Pope Francis’s mind, Catholic Universities shouldn’t just deliver quality degrees and ensure the pursuit of ambitious careers for their students. As the Pope said in his World Day of Peace message of 2021, the Church wishes our institutions of higher learning to shine as world universities that, by offering their educational services, are in a capacity to “pass on a system of values based on the recognition of the dignity of each person (Tolentino, 1999).”

Catholic Universities are convinced that Service Learning makes a significant contribution to the “passing on a system of values”. This paper will explore the extent to which this is realised in practice, for example in the work of the Marist Brothers in the Marist Pontifical University of Curitba where service learning forms a constituent part of the undergraduate degree programme for *all* students. In a Salesian context, the Vice-Rector of the Salesian Pontifical University stated recently that

“... if this does not occur in daily activity and there are no standards, structures and resources for accompaniment (young people at the centre of educational attention) or student participatory organizations (young people at the centre of educational activity), the project is contradicted by reality and becomes analogous to a secular institution (Vojtáš, 2021).”

The paper will conclude with a description and analysis of how one Catholic University in the UK is developing and promoting “student participatory organisations” underpinned by a service-learning pedagogy.

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## SESSION 5.1

### SERVICE-LEARNING RESEARCH IN PRIMARY & SECONDARY SCHOOLS

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#### Service-Learning and In-service Teachers. Analysis of Results and Evaluation of Tools in a Case Study

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**Conference track:** Empirical Research in Service-Learning and Service-Learning impact

**Keywords:** service-learning, case study, research-training, monitoring tools, teacher competencies

#### Abstract:

Within a broader doctoral research, carried out with an exploratory design with sequential phases (Trincherò, Robasto, 2019, p.72) with a mixed QUAL-Quant methodology, aimed at grasping the transformative possibilities of Service-Learning (SL) as educational approach (Fiorin, 2016; Orlandini, Chipa, & Giunti 2020), a confirmatory case study was carried out, on a training-research aimed at a group of teachers of a comprehensive institute of an Italian school. The teachers belonging to Kindergarten, Primary and Secondary school grades were involved by convenience (n=10) among those who had participated in the first phase of the research. The training, which lasted seven months, was organized by scheduling five meetings every two months. Among the tools used to stimulate reflective and self-assessment processes, a logbook, a planning form, organized on the basis of the findings of previous studies, and a questionnaire-form based on a reflection on the professional and personal skills developed were proposed. In addition to the research-training meetings, specific actions related to qualitative research were planned, through a focus group and individual in-depth interviews. The data provided by the case study were analyzed through a qualitative computer-assisted thematic survey using Atlas T Software (Clarke & Braun 2013) and confirmed the transformative capacities of the SL, which emerged during the research.

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## SESSION 5.1

### SERVICE-LEARNING RESEARCH IN PRIMARY & SECONDARY SCHOOLS

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#### Erasmus@school: The value of Reflective Practices in a Service-Learning project with Erasmus Students

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** Alums Critical Incident, Reflection, Erasmus

#### Abstract:

This research focuses on use of Critical Incident as a technique to promote reflection in a service-learning project. In recent years, the Critical Incident Technique (CIT) has been used in a variety of contexts to promote reflective practices (Gremier, 2004). According to Chell (1998) the critical incident technique is “a qualitative interview procedure which facilitates the investigation of significant occurrences (events, incidents, processes, or issues) identified by the respondent, the way they are managed, and the outcomes in terms of perceived effects. The objective is to gain understanding of the incident from the perspective of the individual, taking into account cognitive, affective, and behavioral elements” (p. 56).

Critical incidents are common events that are part of a classroom routine. Their criticality is based on the way in which they are perceived by participants and the meaning they ascribe to them through interpretation and evaluation (Halquist & Musanti, 2010). The research was conducted as part of a service-learning project (Erasmus@school), which was co-designed with the International Mobility Office of the University of Padua and the IV District School of Padua. The project aimed to: a) improve students' linguistic competences; b) facilitate the integration of Erasmus students into the local community. Eight Erasmus students, coming from Spain, France, Germany, and the United States, were engaged in four projects conducted in a primary school (with students aged between 8 and 10 years) and a middle school (with students aged between 11 and 13 years). The S-L projects were integrated with the school's curricular activities (English, Sciences, History, Biology) planned for the second semester of the 2023-2024 academic year.

The study presents the critical incidents collected by Erasmus students and teachers during the service-learning activities and the analysis conducted with the researchers during supervision. The aim of this analysis is to reflect on the lived experience in the light of the Erasmus@school learning object (Bringle and Hatcher, 1995). The initial findings indicate that the Critical Incident technique facilitates the acquisition of knowledge and make visible crucial elements of the practices under examination. Furthermore, it creates a secure environment for both the individuals who recount the incident and those who listen to them (Lithoxoidou and Papadopoulou, 2024). The discussion provided an opportunity for the formulation of hypotheses and the collective exploration of different interpretations.

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## SESSION 5.1

### SERVICE-LEARNING RESEARCH IN PRIMARY & SECONDARY SCHOOLS

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#### Empowering Schools in Socially Disadvantaged Areas and Tomorrow's Teachers: Experiences from a German Service-Learning Seminar

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** Preservice Teachers, Teacher Training, Service-Learning, Schools, School Improvement

#### Abstract:

In service-learning, students apply theoretical knowledge in real-world contexts, aligning problem-solving with academic curriculum requirements (Bringle & Clayton, 2012). This combination promotes students' civic attitudes, critical thinking, and social responsibility while addressing societal challenges in collaboration with societal partners (Derkau & Gerholz, 2023). These objectives are particularly relevant to initial teacher education, so we developed a service-learning seminar on school improvement with schools in socially disadvantaged areas and preservice teachers. Successful improvement benefits schools in socially challenging locations, enabling them to meet various external challenges (e.g., High poverty rates or poor infrastructure) (Holtappels et al., 2021). Accordingly, preparing preservice teachers for their role in school improvement seems sensible, especially as the topic has hardly been addressed in teacher training to date. To fulfil these requirements, our service-learning seminar introduced preservice teachers to school improvement processes from a theoretical and practical perspective.

The preservice teachers were first introduced to academic discourses on diversity-oriented school improvement and the specific challenges for school improvement faced by schools in socially disadvantaged locations (Kaluza & Schimek, 2021). Various areas of diversity-orientated school development were discussed, such as lesson planning, diversity sensitivity among teaching staff, and cooperation with stakeholders in the school's social environment. At the same time, they were trained in designing posters using appropriate software.

Preservice teachers then visited schools in socially disadvantaged areas that had applied to participate with selected school improvement projects. During the visits, the students learned about those projects and created posters describing them and situating them in the academic discourse on school improvement. These posters were then presented to members of the university, members of the participating schools, and other students at a poster conference. The preservice teachers received feedback on their posters, which they then incorporated. The participating schools could also exchange information about their school improvement projects. The participating schools then received the revised posters, which they could use to promote their school to parents, future pupils, authorities, or cooperation partners. In the context of the seminar,

the students also discussed their experiences during school visits. They reflected on their experiences and discussed the significance of their experiences for their future roles in school improvement projects.

As part of the conference presentation, the seminar concept and first results of the students' reflection process will be shared. The focus will be on qualitative content analysis (Mayring & Fenzl, 2019) of written reports submitted by the preservice teachers. Additionally, the results of a discussion phase will be presented, during which teachers, university staff, and students debated how service-learning concepts can succeed at schools in socially disadvantaged areas. The combined results will be discussed in the context of how successful service-learning concepts can be developed for schools in socially disadvantaged areas and preservice teachers.

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## SESSION 5.2

### SERVICE-LEARNING & THE POWER OF STORIES

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#### Bridging Academia over Poverty: a Data Science Service-Learning Initiative

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** aporophobia, business, data science, poverty, service-learning

#### Abstract:

Within the framework of the course "Data Science for Business", part of the fourth-year curriculum of the bachelor's degree in Business Administration and Management at IQS School of Management, a service-learning project was conducted. Fifty-five students, organized into groups of four, engaged in analyzing the results of a survey administered by the Association ASSÍS among its beneficiaries, most of them people who live in a situation of homelessness. The objective of this service-learning experience was twofold: first, to allow students to apply the knowledge acquired in the classroom regarding data analysis and visualization using the statistical software R; and second, to expose them to data about social issues that often lie beyond the daily reality of IQS students. Specifically, the intention was to raise awareness about the phenomenon of aporophobia (Cortina, 2017) by contextualizing the students within the experiences and stories of homeless individuals. The association stands to benefit from this collaboration by receiving both a comprehensive report detailing the students' analysis and infographics highlighting key findings, which will aid in their outreach and volunteer recruitment efforts within the community.

The association (ASSÍS Centre d'Accollida, n.d.) operates in Barcelona as a support network for individuals experiencing homelessness, providing shelter, social assistance, advocacy, basic services, housing, job placement, healthcare, and recreational and educational activities. On the other hand, IQS is a Jesuit institution and a constituent part of Universitat Ramon Llull, it was founded in 1905 and comprises two faculties: IQS School of Engineering and IQS School of Management. Its pedagogical approach, rooted in the Ledesma-Kolvenbach paradigm, focuses on sustainability, human dignity, and social well-being. This approach was further institutionalized in 2022 with the establishment of the Universidades Jesuitas (UNIJES, n.d.) platform to promote Service-Learning activities, within which this project falls.

The project unfolded over five two-hour class sessions. Initially, the association's social coordinator delivered a lecture to the students, introducing the organization, its work with the homeless population, and the conducted survey. Subsequent sessions were dedicated to data analysis and report writing within student groups. In the final session, each group presented their infographics, followed by a discussion on their learning outcomes and the surprises encountered, as well as reflections on one's perceptions and possible prejudices towards homeless people.

An evaluation committee comprising the university's Service-Learning coordinator, the Association's social coordinator, the Association's head of communication, and a beneficiary selected a winning infographic, which was subsequently featured in the Association's communication campaign. Furthermore, students were invited to participate in a survey assessing their experience, with 40 out of 55 students responding. Overall, feedback was highly positive, indicating significant perceived learning gains both in course content and awareness of the social realities explored. As possible areas for future development or research, one might consider how interaction with data and stories from homeless individuals has influenced students' understanding of aporophobia and other social problems. It would also be interesting to measure the specific impact of this project on students' attitudes towards aporophobia and other forms of social exclusion.

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## SESSION 5.2

### SERVICE-LEARNING & THE POWER OF STORIES

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#### Stories and Memories: development of a Service-Learning project in Gerontology

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** social generativity; family; elderly; Gerontology

#### Abstract:

The relationship between grandparents and grandchildren is different from all the other family relationships, since it mixes time and timelessness, reality and fantasy, youth and experience, present and past... At the same time, it's a safe harbor for the grandchildren and a place of challenges, as the grandparents present different perspectives on being and living from those of the parents'.

In the last few decades, we've been watching, in the western world, a lot of significative changes in families, caused by the entrance of women in the job market and the emergence of new forms of families, among others, which made a difference on family dynamics. The drop of birth rates, along with the increase of the average life expectancy, introduced us the so called "family verticalization", where families tend to have less children and where there is a higher probability of coexistence of different generations in the same family and of sharing intergenerational experiences (Knipscheer, 1988; Szinovacz, 1998). The relationship between grandchildren and grandparents is an intergenerational effect of the birth of a new generation and, symbolically, its emergence calls the new grandparents to a new form of non-narcissist generativity, towards to the development of others instead of directed towards oneself. This so called "social generativity" includes an affective and knowledge and memory transmission to the new generation (Scabini & Cigoli, 2000; Cigoli & Scabini, 2006). Although generativity is often connected to a biological event, should not only be acknowledged as such.

Developmentally speaking, it is expected that grandparents, in their relationship with grandchildren, are able to go from a parental generativity to social generativity, evolving from a position where the educational practices are in centre, to a position of mentoring, aiming to create, renew, keep and transmit the culture's symbolic system to which we belong (Kotre, 1996). It means experiencing a symbolic generativity, that manifests itself by cultivating and transmitting the family, social and cultural heritage (Raguso, 2010). Although the social generativity is typical of the relationship between grandparents and grandchildren, it's not its exclusive and there are opportunities to establish it in other non-familial contexts, for instance, by establishing mentorships with younger generations. However, it must be acknowledged that this isn't customary in our country.

This paper has, as main purpose, to present Service-Learning projects created by groups of students of the Applied Social Gerontology Master and applied in retirement homes, under a main project called “Estórias e Memórias” — Stories and Memories. The projects are designed in order to develop their social generativity capacity, by establishing mentorships with their grandchildren or other children or adolescents. These projects revolve around group dynamics, such as photo albums, that allow the elderly to orally remember different times and traditions; themed dialogues and knowledge sharing; group reading sessions, that may help to unblock other memories. It's mainly a theoretical paper, where the different development stages of a Service-Learning are presented and discussed, as well as the implications to the learning and development of the students.

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## SESSION 5.2

### SERVICE-LEARNING & THE POWER OF STORIES

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#### Development of Storytelling to Enhance Executive Functions

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#### Conference track: Best practices & practical experiences in service-learning

**Keywords:** E-Service-Learning, inclusive, digital competences, video-animations, executive functions.

#### Abstract:

The challenge of how to educate children for an inclusive and digital society is increasingly relevant. The university sector, through its third mission, must provide resources to support this goal. Therefore, Design-Based Learning (Anderson & Shattuck, 2012), E-Service-Learning (Malvey et al., 2006), along with collaborative audiovisual and digital storytelling design in the classroom (Del Moral et al., 2016) allow the interaction of complementary methods, promoting understanding of the different interactions in the teaching-learning processes. This has inspired a line of projects - FEJYLEN, FEJYLENVAL, FEJYFAM and Videoteca DIGIFELEN- aimed at creating a network of collaboration between university (enrolled in Early intervention in child development and Speech Therapy intervention in early intervention subject at the University of Granada), early childhood schools, early intervention centers and family. In this case, university students have created video-animations using Genial.ly platform to enhance the executive functions of Early Childhood Education students for subsequent implementation.

The objectives set for these experiences were as follows:

1. Improve the executive functions of Early Childhood Education students.
2. Increase the digital competences of university students.
3. Create synergies and cooperation networks between universities, early childhood schools, early intervention centers and family.

The methodology used for these studies was:

1. Design of audiovisual and digital materials.
2. Initial assessment of participating students.
3. Implementation of video-animations whit early childhood students.
4. Final evaluation of participating students.

A total of 360 video-animations have been created, selected according to Standards 71362 of the Standards Reports on Learning, Education and Training Technologies and Information Systems (Ministerio de Educación Cultura y Deporte, 2017). The video-animations that met these standards were included in the video library DIGIFELEN (<https://digifelen.ugr.es/>). It can be concluded that Early Intervention teachers and families have positively valued the educational and interactive, digital and audiovisual materials created by university students and supervised by university faculty.

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## SESSION 5.3

### SERVICE-LEARNING IN TEACHER EDUCATION

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#### Narrating Development, Weaving Identity. An Experience of Service Learning within a Tailoring Workshop

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**Conference track:** Best practices & practical experiences in service learning

**Keywords:** identity, development, human flourishing, capabilities, narrative ethics

#### Abstract:

The Service Learning project “Narrating development, weaving identity” consists in accompanying women of different nationalities, who live a state of fragility (mainly victims of slave trading) and who are now involved in a project of Caritas ambrosiana named ‘Taivè’ (which means ‘thread’), to a full human development. Taivè is a small tailoring workshop based in Milan where women learn a job and carry out a path of empowerment. The students of the Faculty of Education taking part to this experience attend the workshop and work actively with women (sewing, meeting people, liaising with volunteers etc.). Many textiles used for producing manufactures are discarded fabrics to which women and students give 'a new life' for a sustainable and generative economy. Students help women to become aware of their human value and the value of their path of empowerment which aim is not only to learn a job and improve skills, but to flourish as human beings.

Through the practice of dialogue during moments of common work in the workshop, students interact with women of Taivè creating a path of narrative ethics which helps women to achieve self-awareness of their worth and their identity. Students also use conceptual frames deriving from the theory of Capability Approach: in order to flourish, human beings need to develop not only functionings (to be able to do something) but capabilities (substantial freedoms and the capacity to choose what is good for their flourishing). The project includes public events (in the city, at the University and also within prestigious exhibitions) in which women and students narrate the experience of working together, interacting and doing workshops with people and visitors. During the event which took place at the University, women told to the academic community the importance of being recognized by students for their value, which is more decisive than the wounds suffered. Students have not just the opportunity to put in practice what they have learned during the academic courses, but to live with the women an experience of real development.

This project provides the students with an olistic education which allows them to develop knowledge through a permanent interaction with civil society, in order to offer important contributions for serving people and for reaching common goods necessary for civil coexistence. In this experience students learn reciprocity and mutuality, within a network of ‘giving and receiving’ so important for democratic life: sharing time, knowledge and skills engenders an experience of gratuity and personal enrichment, necessary for human flourishing and for experiencing diversity as a richness (in particular, some of their perspectives have been reframed by the encounter with women). Students collaborate also to create a network of people interacting with the workshop of Taivè, in order to promote active citizenship and social inclusion, civic

interplay, equality, to support female entrepreneurship, to pay attention to people who are in need at a local level, to educate each other to gratuitousness within civil society and the reality of the neighbourhood.

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## SESSION 5.3

### SERVICE-LEARNING IN TEACHER EDUCATION

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#### Academics' reflections on the personal and professional impact of using service learning in undergraduate teaching

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** academic staff, professional development, student development

#### Abstract:

Advocates of Service Learning (SL) across a wide range of disciplines view it as a transformative pedagogy. SL involves students taking part in meaningful real-world activities designed to respond to a community partner's needs which align with programme-related learning objectives. Systematic reviews and meta-analyses provide substantial evidence of the positive impact of SL for students and others involved i.e. HE staff, universities/HE colleges and community organisations and their members/users (Alaéz et al., 2023; Culsac & Paz Fontana Venegas, 2021; Salam et al., 2019, Yamamoto et al., 2023). Nevertheless, the majority of empirical accounts in SL report outcomes for students rather than other parties such as university teaching staff.

As SL is often initiated and overseen by university teaching staff who share an understanding and commitment to using SL as a teaching methodology, we propose that there is much to be gained from examining academics' experience of SL. Therefore, this presentation presents mini vignettes from four academics who each selected two themes of personal and/or professional significance arising from their experience of using SL in undergraduate teaching. Themes addressed in this presentation include: cultivating reciprocity in the university-community partnership, the changing nature of staff-student relationships, professional growth and identity for staff, meaningful experiences for staff and students, staff modelling of 'reflection in/on action', inclusive practice and behaviours, seeing students beyond the classroom and witnessing the developmental impact of students seeing themselves as professionals. Formally identifying these themes as part of a reflective research activity has added to our awareness of the breadth of impact associated with SL and how our own motivation as teachers and organisers of SL relates to our own experience of it. The themes identified in this session have critically informed our understanding and ongoing practice in SL and collectively, they provide an insight to the value of SL for an often overlooked population at the heart of higher education.

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## SESSION 5.3

### SERVICE-LEARNING IN TEACHER EDUCATION

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#### The impact of Service-Learning with TPR method on competences of EFL Teacher Education Students

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**Conference track: Best practices & practical experiences in service learning**

**Keywords:** university education, teaching English as a foreign language, intercultural competence, Total Physical Response, migrants

#### **Abstract:**

Service-Learning (SL) is an active methodology that is gaining ground across Spanish universities due to its experiential, community-based and reflective characteristics (Ruiz Montero et al., 2022). The present study aimed to provide an overview of the impact of Physical Activity (PA) based SL program on different competences of English as a foreign language (EFL) teacher education students. The Total Physical Response (TRP) method, which aims to develop listening comprehension and verbal communication skills of students at the beginning level through physical actions, was used as a main tool.

Fourteen students, who studied in the Degree Program in Primary Education in the Faculty of Education and Sports Sciences in the Campus of Melilla of the University of Granada, Spain, offered services to migrant groups in the Migrant Temporary Stay Centre in the autonomous city of Melilla. This Spanish city is located on the North Coast of Africa next to Morocco. Thus Melilla is a special place where a European Union country and an African country have land border. The intervention programme, which focused on teaching of EFL was carried out over four weeks and included eight sessions with 4–17 years old migrants. A qualitative study was designed to evaluate the achievement of linguistic competence and intercultural competence of the university students. A reflective diary was used as an instrument for data collection. As the former studies have shown, SL leads to improvements in students' academic and social skills (Hébert & Hauf, 2015).

The results of the present study support that showing that SL participation has an impact on linguistic competence. The most significant impact was shown in productive skills, that is to say writing and speaking in English. Furthermore, the results of the present study showed improvements in intercultural competence of the participant students. Intercultural competence refers to the ability to ensure a shared understanding by the people of different social identities and their ability to interact with people as complex human beings with multiple identities (Council of Europe).

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## SESSION 6.1

### SERVICE-LEARNING IMPACT ON STUDENTS' ATTITUDES

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#### Exploring the Impact of Service-Learning on University Students' Community Representations

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#### Conference track: Empirical research on service-learning and service-learning impact

**Keywords:** service-learning, university students, social representations, nonverbal data, community

#### Abstract:

SL integrates curricular content with service activities, fostering active engagement among university students and community members (Bringle & Clayton, 2021; Stark et al., 2016). Although the existing literature extensively discusses the impact of SL on university students (e.g., Allen et al., 2021; Fong et al., 2023; Samino Garcia, 2023), its influence on their perceptions of community remains unexplored. Supported by Moscovici's theory of social representations, this study analyzed Psychology and Social Work university students' nonverbal representations of the community before and after engaging in SL. The focus on analyzing the community representations by these students aligned with the nature of their future professional roles because, as practitioners, they often engage in community-based interventions aimed at addressing community issues and mobilizing resources accordingly (Phillips, 2011). Hence, examining the social representations of the community held by these students is crucial, because they could influence future professional practices in community interventions.

This quasi-experimental study comprised an experimental group (EG) and a control group (CG), with pre- and post-test design. A total of 170 Psychology and Social Work students from Universidade Católica Portuguesa participated in this study, with 85 in the EG engaged in five SL courses, and 85 in the CG, from seven courses. These students, predominantly female, were attending the 1st and 2nd year of their degree in Social Work; the 3rd year of a Psychology degree;

and the 1st year of a Master's degree in Psychology. The pre-test occurred before the students in the EG started their SL projects, and at the beginning of the semester for the CG. All students (EG + CG) were asked to complete a questionnaire that included sociodemographic and academic information along with tasks to draw negative and positive characteristics of their community (“Please draw a picture of the negative characteristics/traits of the community you are part of”; and “Please draw a picture of the positive characteristics/traits of the community you are part of”). The post-test involved repeating these tasks post-SL projects completion (EG) and at the end of the semester (CG).

Sociodemographic and academic data were analyzed using IBM SPSS, while NVIVO facilitated content analysis of the drawings. The examination of the drawings was guided by the research by Silva et al. (2020) which underscores the importance of visual forms of representation in facilitating the exploration of multiple perspectives, opinions, and beliefs across several topics. The study hypothesized that post-test drawings would unveil more complex representations, reflecting the implication of individual actions within these communities and a greater awareness of their complexity due to engagement in SL experiences. The results will compare the community representations of the EG students with the CG students and the pre- and post-test community representations of each of the groups, to analyse any differences. The results will be discussed in the light of the literature. Practical implications will offer insights for enhancing future SL project design and implementation and for the training of future psychologists and social workers to improve students’ perspectives on and understanding of communities.

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# SESSION 6.1

## SERVICE-LEARNING IMPACT ON STUDENTS' ATTITUDES

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### Understanding the impact of community service learning through the lenses of student agency and awareness

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#### Conference track: Empirical research on service-learning and service-learning impact

**Keywords:** awareness, agency, community service learning, impact, student competencies

#### Abstract:

This paper aims to explain how activities in a Community Service Learning (CSL) course foster capacities in students within the different dimensions of agency and awareness. By studying how CSL course activities enable student agency and awareness?

The service learning project was developed within the course the spring 2023 bachelor's course, Gezondheid in de Stad ("Health in the City"), at the Vrije Universiteit Amsterdam which served as a case study for this paper. This course counts a participation of approximately 60 students per year. The Spring 2023 course that we have selected for this study consisted of two commissioners (partnerships): Stadsboerderij Osdorp, an urban farm in Amsterdam Nieuw West and the municipality of Amstelveen, a village just south of Amsterdam.

The Stadsboerderij Osdorp commissioned students to explore the needs of young adults (18-25) in the neighborhood, and how the farm can better meet their needs. On the other hand, the municipality of Amstelveen is rolling out a health program called Welzijn op Recept (Wellbeing by Prescription), an alternative to traditional medicine where healthcare professionals instead refer people with psycho-social complaints to a welfare coach. Therefore the municipality commissioned the students to explore the question of the image residents have of this referral system – if they would use it and why (not).

The course followed a formative evaluation that weights significance to reflection as part of service learning. Therefore besides preparing a final report and presentation to the commissioner which took place in July 2023 at the Science with Society Festival in Amsterdam; students completed personal, and group work and research reflections throughout the course. This study followed a mixed-method approach. The sample for this study consisted of 35 students who completed student reflections and survey data. Student participation was voluntary. Data collected and analysed includes exclusively students that gave consent for the reading and analysis of their reflective exercises and their participation in the survey, via a signed informed consent form.

Students were informed that there were no risks to participating (e.g. their grades for the course would not be affected by their participation), they had the right to withdraw from the study at any stage, and that data was safely stored and anonymized. While the course coordinator is participating as a co-author in this manuscript, they were not involved in the data collection and analysis, both of which were done after grades for the course were submitted and finalized.

Moreover, the authors completed an online ethics Self-Check form offered by the host university, which confirmed that no further evaluation by the Research Ethics Review Committee was required. The results of this study point out service-learning course design factors that enable agency and awareness. We found that agency is much more present in the course elements than awareness. The implications of these findings contribute to reinforcing course elements that can enable in an equal manner students' agency and awareness in service-learning course design.

## SESSION 6.2

### TRANSDISCIPLINARITY IN SERVICE-LEARNING

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#### Civic Reflection on Action: an Institution-wide civic reflection module at Hasselt University

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**Conference track:** Best practices & practical experiences in service-learning

**Keywords:** civic university, reflection, institution-wide, interdisciplinarity, educational policy

#### Abstract:

Since the historical roots of Hasselt University lie in commitment to the regional community, our choice to be a civic university aligns with our DNA. Our civic mission is aimed at making and keeping the Limburg region strong. In order to institutionalize this civic mission in our education, civic is a central theme in the educational policy plan. One of the objectives within this theme states that every program offers students a range of civic experiences, including at least one civic course. A civic course always meets the following three cumulative criteria, which align with those for service-learning courses but focus specifically on the region:

1. Collaboration with external partners in Limburg
2. Independent and critical deepening of academic and practical skills within a regional need or challenge
3. Independent and critical reflection on a complex regional need or challenge and the potential impact of the student.

Many programs at Hasselt University already include civic experiences, but reflection often takes a backseat to action. To support programs in reaching the goals of the educational policy plan, we developed an institution-wide civic reflection module.

While programs will continue to offer civic actions, the focus of the institution-wide module will be on fostering reflection. The module consists of five sessions, during which students reflect on their civic actions in interdisciplinary groups. The sessions follow the DEAL-model by Ash and Clayton (2009), tailored for reflection in service-learning courses.

- Session 1 – Describe Students share their participation in a civic action, mapping societal needs and partners, and identifying optimization opportunities.
- Session 2 – Examine Students reflect on their civic action, analyzing it for personal growth, civic engagement and academic enhancement. Additionally, they delve into a critical incident. They discuss each other's insights and needs.
- Session 3 - Articulate Learning Students express the lessons learned from their reflection and their application in current or future civic actions. Seeking synergies, both intra- and interdisciplinary, they propose a new interdisciplinary civic action.
- Session 4 – Test Students present and discuss their current actions and future ideas to a panel of regional stakeholders and teaching teams.

- Session 5 – Synthesis Students reflect on their conversations with stakeholders. They further extend the lessons learned from the reflection module: what civic roles can they take on in their future careers? And how can the university enhance its civic role?

During the academic year 2023-2024, a trial module was conducted involving ten Master of Architecture students. Faculty members from various programs also participated and plan to introduce the module to their students starting next academic year. Our goal is to gradually expand the institution-wide adoption of the civic reflection module. Additionally, we plan to develop an institution-wide civic action course. In the civic reflection module, students will propose a shared civic action to regional stakeholders. Implementing these ideas may lead to the course's creation. Furthermore, we are exploring the possibility of organizing existing program-specific civic actions in an interdisciplinary manner. We hope to ease this process by having students explore connections between their civic actions in the reflection module.

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## SESSION 6.2

### TRANSDISCIPLINARITY IN SERVICE-LEARNING

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#### Breaking the Barriers: Introducing Credit Bearing Interdisciplinary Service-Learning in a UK Higher Education Institution

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**Conference track: Best practices & practical experiences in service-learning**

**Keywords:** Interdisciplinary, service-learning, curriculum integration

#### Abstract:

From the beginning of vegetarianism, to starting the global cooperative movement and women's suffrage, and the establishment of the Trades Union Council, Manchester has been at the heart of socially progressive ideals in the United Kingdom. It is perhaps then no surprise that social responsibility is one of the [three core strategic priorities](#) (alongside teaching and learning, and research and discovery) of the University of Manchester. However, whilst this core focus leads to social responsibility being incorporated into both its teaching and research, not dissimilar to most universities, students and academics tend to operate within their disciplinary 'silos', with many Faculties/Schools/Departments of the University operating independently of each other and rarely coming together to share ideas, activities or ventures.

This paper will explore how academics and students from healthcare science and the humanities, with very different disciplinary identities and epistemologies, ambitiously and creatively come together to form a service-learning community of practice (Lave and Wenger 1991). It will consider if, through a common intention of civic engagement; promoting students to volunteer, engage and work together in a positive, mutually beneficial, and symbiotic partnership with the local community (Thew et al. 2021), it is possible that the usual restrictions related to interdisciplinary work may be traversed and evaded. It will examine the difficulties arising in the reciprocal relationships that exist between the students, educators and community partners and also look to the possibility (and concurrent difficulties) of shifting interdisciplinary volunteering with reflection to a service-learning base of civic engagement, practical experience and academic study and the consequent necessity that follows of attempting to integrate this into the curriculum (Aramburuzabla, McIlrath, & Opazo 2019). This raises many potential complications, not least whether it is possible to 'breakout' of our specific disciplinary silos to provide a coherent and connected educational and community experience of mutual beneficence. It will consider if a focus on reflexivity and social (in)justice (Drake 2020), rather than specific disciplinary skills and knowledge, can help circumvent and reach beyond the problems facing an interdisciplinary module.

By adopting such an approach, questions arise, including how non-discipline specific intended learning outcomes ('ILOs') can be created for an interdisciplinary module (Spelt et al. 2009)? Such

questions are important to consider how pedagogically astute forms of assessment can be applied equally and consistently to students studying in multi-disciplinary areas such as law, medicine and dentistry, as well as other less professionally focused areas of study.

Introspection of existing discipline specific service-learning credit bearing modules will be provided, together with a scrutiny of how these may be adapted to create a service-learning experience that exposes students and educators to a conjoined pedagogical experience where students work with often the most vulnerable, disadvantaged and marginalised to break down barriers not only between higher education institutions and the communities they serve, but also for learning.

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## SESSION 6.2

### TRANSDISCIPLINARITY IN SERVICE-LEARNING

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#### Discover. Experiment. Co-create. Learn. Case study of a new transdisciplinary partnership in community-engaged learning

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#### Conference track: Best practices & practical experiences in service-learning

**Keywords:** Community-engaged learning, Partnership relations, Co-creation, Social impact, Qualitative research

#### Abstract:

This case study aims to explore partnership relationships and models in community-engaged learning, by presenting a case study about a Community-Engaged Learning (CEL) course entitled I am Utrecht. Some research has been conducted on exploring existing partnership relations and partnership models. The existing literature focuses on the characteristics that make the partnership work or the type of partnership models that CEL can offer, including course-driven, partner-driven, and theme-driven partnership models. However, in the course I am Utrecht we experience a new and more complex type of partnership, in which teachers of Utrecht University (UU) and an MDT societal partner (Serve the City Utrecht) are co-designing the CEL course, whilst participating students and other societal partners form theme-driven partnerships during the course. This innovative case study explores the integrated curriculum co-design of the CEL course by exploring the co-creation process in the transdisciplinary team of teachers from the educational science department of Utrecht University and the MDT societal partner, responsible for the MDT (Maatschappelijke Diensttijd) trajectory of the students. MDT is a governmental scheme of voluntary work for young people from ages 12 to 30 to contribute to society. Participants and stakeholders gain experience with connecting to people outside their regular living environment. Upon completion of the requirements of the MDT, the volunteering students receive an MDT certificate.

During the course, the MDT partner is primarily interested in capturing the personal learning goals and growth of students to ensure the MDT goals are met whilst UU teachers focus the class activities on both the personal learning goals of students and on creating meaningful social change in the local communities. In our experience, and according to sociocultural theory (Vygotsky & Rieber, 1997, Rogoff, 2003) the two are inseparable: personal growth takes place in a social and cultural context. Social change takes place when all parties are committed to learning. (Greenwood, D. J. & Levin, M., 2007). This project aims to integrate personal learning and social change by capturing the co-design of the course which is the product of the co-learning process of the transdisciplinary team of UU teachers and the MDT partner. All stakeholders (students, teachers, partners, and MDT partner) are striving for social impact and are open to personal and collective learning to achieve this. With this case study, we aim to develop a co-learning framework at the

teacher-MDT partner level to capture the intensive co-learning process that takes place in this course as we believe that a more integrated curriculum design is a result of a collaborative learning process which in turn creates a more powerful learning environment for the participants of the course.

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## SESSION 6.3

### DIGITALIZATION IN SERVICE-LEARNING

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#### Digitally competent, socially conscious: Engaging the degrees in education in service learning

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**Conference track: Best practices and practical experiences in service-learning**

**Keywords:** Digital competence, education, social commitment, service learning, communicative skills.

#### Abstract:

This project is carried out in the teaching of the subject Communicative Skills, in the Multimodal Literacy module, in four different degrees of the Faculty of Educational Sciences and Psychology: Early Childhood Education, the double degree in Early Childhood and Primary Education, the degree in Pedagogy and the degree in Social Education. Two academic courses have engaged in the project. In its first edition in the 2022-23 academic year, 107 students and six community organizations participated. In the 2023-24 academic year, 182 students and 19 organizations participated. Students work in groups of five over the course of 15 weeks to produce an infographic, a video, a podcast, and a comic, all based on the assignment provided by the entities. Every semiotic object is created to spread the goals of the partner organizations, who may then post the results of the students' work on their websites, social media accounts, or promotional events. At the start of the project, each group of students has a virtual meeting with their cooperating entity. After that, communication is maintained by email while the work is being prepared. Additionally, the entities take part digitally in the students' final exhibition of their works. Students have given their works' ability to assist real entities a very high rating. They also enjoyed learning from the hands of the collaborating entities and experiencing realities that were in most cases very different from their own. At the same time, the entities cherish the chance to raise awareness among future educators regarding their values and projects.

Harmonizing several rhythms, such as that of an association whose members primarily develop their activities in their spare time and a university subject with a demanding syllabus, is one of the challenges encountered. Students are also exposed to real-world experiences through SL. Organizations view students as adults with expectations that they must meet, which has occasionally called for students to be resilient and project managers to be adept at handling disputes. But in every instance, the learning has been priceless.

This project was distinguished with the URV Social Council Award for Teaching Quality 2024 and is the Universitat Rovira i Virgili's nominee for the Jaume Vicens Vives 2024 distinction.

## SESSION 6.3

### DIGITALIZATION IN SERVICE-LEARNING

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#### Service-Learning in Computer Science, an Opportunity to work in accessibility

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#### Conference track: Best practices & practical experiences in service-learning

**Keywords:** Service-Learning, Computer Science, Accessibility, Agile Methodologies, Soft skills

#### Abstract:

The universities have to provide the students with opportunities to acquire knowledge, but also to gain a sense of community and personal responsibility, preparing them to the professional world (Overton, 2015). Service-Learning (SL) is a methodology which provides educational experiences on a practical level, with a high impact on the students because of the meaningful community service activities. Faculty and community partners also receive benefits from the collaboration (Bringe et al., 2023). Most of the projects that apply SL in universities are developed in education, social or health studies (Salam et al., 2019). This is due that they are more related to the service to the community, even implementing some practices in real contexts. However, it is hard to find projects applying SL in the Computer Science area, focusing the most of them in teaching the community partner concepts related to the area, such as programming, or office programs.

In the University of Granada we are applying SL in the area of Computer Science, developing accessible applications for different community partners that have people with special needs. Each year we collaborate with a different community partner: an association, a school, or a non-profit organization. The last year, our partner was a special education school, whose students needed a mobile application with agenda of personalized activities to be carried out step to step, such as, making the bed, cleaning or cooking. This application had to be accessible for students with cognitive, visual or auditory disabilities. They also need a web application to manage the school student's profiles, and the activities.

To give more detail of our experience, we will describe the steps followed in the application of SL:

1. The faculty prepare materials: user requirements, technical specifications, surveys, etc.
2. The students are grouped into 6-person teams, with different roles. Each team analyses the materials and prepare an interview.
3. The community partner is interviewed to complete and clarify the requirements.
4. The students visit the community partner to know better its activities and the needs of its users.

5. The faculty prepare material to learn about accessibility and soft-skills, including practical activities, as the visit of a blind person, and the talk of a coaching.
6. The teams develop the applications following agile methodologies, which allow to create prototypes in an incremental way. The community partner collaborate with the students in the specification of requirements, design, validation and final tests. All the teams have to develop the same applications, but they decide about their chronograms, designs and technologies. One of the prototypes is selected to be used by the partner.
7. The students, faculty and community partner complete a survey to assess the experience.

Our experience of using SL is very rewarding. The survey's results shows that the project is useful for the future professional of our students because the collaboration with real entities, as the community partner. They also are more aware of the need to develop accessible and inclusive software, feeling now better prepared (Rodríguez-Fortiz et al., 2023).

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## SESSION 6.4

# RESOURCES FOR SERVICE-LEARNING INSTITUTIONALIZATION

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### Innovation Resources for Best Practices in your Service-Learning Teaching

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#### Conference track: Processes of service-learning institutionalization

**Keywords:** critical thinking – collaboration – community partners – pedagogy platform – teaching innovation.

#### Abstract:

Service Learning (SL) as a teaching-learning methodology has fundamental and particular characteristics in its implementation, such as reflection and the link established with community partners. Therefore, within the UC Service-Learning Program, in order to continue strengthening the institutionalization of the methodology, two platforms have been created that allow self-training, collaboration and linkage in the two aforementioned characteristics. This communication seeks to show both platforms, their potential and possible uses as resources and tools to improve the teaching-learning processes in courses with the A+S methodology.

First, there is what we have called the "Reflection Page", which is composed of resources, strategies and activities that seek to enhance and promote reflection in Service Learning. This is related to the development of the transversal skills that A+S UC seeks to promote, which include: communication skills, critical thinking, social commitment, teamwork and problem solving. It is important to remember that reflection is fundamental for the future professional role of students in society, either through personal experience in a service experience, thus contributing to quality service after completing the project. To promote the above, a repository has been designed that includes documents with reflection activities according to the level of depth to be implemented in the reflection strategy and can be reinforced with elements such as gamification and games. In addition, in this repository there are videos, documentaries, free access readings, among others.

A second initiative to strengthen the institutionalization of A+S in the UC is the so-called "Match Platform". Its purpose is associated with the challenge of management and communication, configured as a space to create links between the various actors of Service Learning, facilitating the generation of collaborative projects through the search and contact according to challenges and interests. It is through the creation of a user (with the role of teacher, student or community partner) where challenges can be exposed to address them through a subject that implements A+S and from there start working together during the implementation of the service project.

Both online platforms seek to promote the autonomy and self-training of key actors of the methodology or those who want to start Service Learning, resulting in the sustainability of A+S from its planning to its execution. The potential of these platforms is that they have a collaborative character, that is, those who enter also nurture these spaces either with experiences, activities, connections to work and/or execute projects together. The purpose is to promote

innovation and diversification of the activities and interactions developed in Service Learning, facilitating the processes. Having the virtual connection as an ally, it is possible to interact regardless of borders, strengthening the networks that finally become good practices for education. It is important to generate bridges that are dynamic in the interactions and advances that education in general is developing, and thus democratize resources so that teaching and learning processes are inclusive, diverse and relevant.

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## SESSION 6.4

### RESOURCES FOR SERVICE-LEARNING INSTITUTIONALIZATION

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#### Mapping and Assessing Diversified Community-Engaged Teaching & Learning Practices using TEFCE Toolbox – YUFE Case Study

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#### Conference track: Processes of service-learning institutionalization

**Keywords:** University-community engagement, Engagement in higher education, Community-engaged teaching and learning, University-community partnerships, TEFCE Toolbox, Case-study

#### Abstract:

The broader societal contribution of higher education started re-emerging in the last decade as a European policy priority, expressed dominantly in EC Communiqués, stating that higher education institutions should ensure that community engagement in higher education promotes diversity, equity and inclusion. This paper seeks to explore the advantages of the TEFCE Toolbox, a framework in Europe aimed at enhancing community engagement (CE) within higher education. Specifically designed to advance the CE agenda in a European context, the TEFCE Toolbox serves as an institutional self-assessment tool. It acts as a reference guide for universities, communities, and policymakers to gain a deeper understanding of CE dimensions in higher education. Additionally, it assists universities in evaluating their performance and areas for improvement across seven thematic dimensions of CE: teaching and learning, research, service and knowledge exchange, students, staff, management policies, and management engagement.

The TEFCE Toolbox guides users through a process of identifying CE practices within their institution. It encourages participatory discussions among various stakeholders to create an "institutional community-engagement heatmap." This heatmap assesses the authenticity of CE practices, societal needs addressed, diversity of engaged communities, spread of engagement across the university (and in this case across the YUFE alliance), and sustainability of engaged practices. Utilising a customised analytical framework called "SLIPDOT analysis" (Strengths, Areas of Lower Intensity, Areas with Potential for Development, Opportunities, and Threats), universities can delve deeper into CE discussions with academics, students, and community representatives.

This paper focuses on one TEFCE dimension - teaching and learning - by mapping and evaluating community-engaged partnerships between universities and non-academic entities through empirical cross-case study analysis within the YUFE alliance. Paper sets out to address the research question – what insights, benefits and future application possibilities arise from using the TEFCE Toolbox for analysing community-engaged teaching & learning practices in a context of European

university alliance - YUFE? The choice of a case-study research methodology within a qualitative research paradigm was deemed the most suitable. To explore the diverse application settings of the TEFCE Toolbox, the study followed multiple cross-country case-study designs (Yin, 2015). Multiple case design refers to case study research in which several instrumental bounded cases are selected to develop a more in-depth understanding of a phenomenon under study (Mills et al., 2010).

The results highlight the TEFCE Toolbox's adaptability to different university types and socioeconomic environments, and to the alliance context as well, thus bringing a novelty into analysing TEFCE Toolbox capabilities. Insights from various academic and non-academic actors show successful applications within diverse YUFE Universities, leading to recognition of CE achievements and areas for improvement. This specific analysis is immersed in teaching & learning TEFCE dimension and thus centres on various curricular, co-curricular, and lifelong learning engagement practices across YUFE Universities. The rich data collected from this analysis serves as a foundation for creating strategies and policies to institutionalise, recognize, and reward engaged practices and actors involved within YUFE alliance. Ultimately, the TEFCE Toolbox supports universities in addressing societal challenges and promoting community-engaged teaching and learning, contributing to the Societal Impact pillar of YUFE.

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## SESSION 6.4

### RESOURCES FOR SERVICE-LEARNING INSTITUTIONALIZATION

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#### Interventions to Deepening Community-Campus Partnerships: Multi-Campus Reflections and Research Results – Updates

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#### Conference track: Processes of service-learning institutionalization

**Keywords:** Community-campus relationships, transactional relationships, transformational partnerships

#### Abstract:

Relationships are centrally important to the quality of service-learning, but they are often an under-examined aspect of practice and they remain an underdeveloped topic of scholarship and research (Bringle & Clayton, 2013; Bringle et al., 2009; Bringle & Hatcher, 2002). Kniffin et al. (2020) presented a new measure, TRES II (Transformational Relationship Evaluation Scale). It is based on an EUTT framework (exploitative, unilateral, transactional, transformational) that is unique in the literature as a way of conceptualizing differences in the quality of community-campus relationships. The EUTT continuum is applied to ten domains: goals, conflict, decision-making, resources, role of the partnership in each partner's work, role of the partnership in sense of self, extent and nature of interactions, power, outcomes, and satisfaction (later replaced with communication). TRES II has recently been embedded into the TRES II Reflection Framework, which is designed to heighten its meaning-making potential and its impact on practice.

This session will introduce TRES II, the Reflection Framework, which uses the DEAL model of critical reflection (Ash & Clayton, 2009), and following two updates: (a) a 6-month follow-up on the outcomes after using the Reflection Framework, and (b) a revised response format for TRES II that has eight levels and asks respondents to also indicate what change is possible in the next 12 months (in addition to “current” and “desired”). The Reflection Framework focuses on the nature of the partnership, an examination of partnership dynamics (e.g., power sharing, decision making), and generating actionable learning and improving practice among all participants in service-learning partnerships (instructors, students, community partners, community residents/clients, campus administrators).

Research was conducted with 37 participants from five campuses who engaged with the Reflection Framework and completed a 1-week and 6-month post-intervention survey. The Reflection Framework captured the current status of the relationship and the desired status of the relationship.

Typically, partners completed the Reflection Framework individually, then came together with their partners to discuss their responses. Data on TRES II and 1-week and 6-month follow-up will be presented.

Responses on the survey indicated that completing the Reflection Framework positively influenced participants' perception of various aspects of the community-campus relationship, including: (a) their commitment to the community-campus relationship, (b) their clarity regarding the nature of the community-campus relationship, (c) how they think about others in the community-campus relationship, (d) their perspective on community engagement relationships now and in the future, and (e) follow through after using it on subsequent communications and action steps by a majority of the participants (Kniffin et al., 2023). The results of the research supported the conclusion that, for the first time, there is evidence that an intervention can lead to expecting improvements in community engagement relationships and taking action steps to deepen them. Those attending will be invited to consider ways in which these tools could be used in their practice and the types of research questions that could be explored using these or other tools focused on assessing partnership qualities.

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# POSTER PRESENTATION 1

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## SLIDE: Service-Learning as a pedagogy to promote Inclusion, Diversity and Digital Empowerment

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**Conference track:** Collaboration & alliances for service-learning

**Keywords:** service-learning, digital empowerment, diversity, digital inclusion

### Abstract:

The [SLIDE project](#) (1/01/22-31/12/24) is a collaboration between seven Higher Education Institutions (HEI) and three Service-Learning networks. SLIDE aims to intertwine the ServiceLearning (SL) pedagogy with Digital Empowerment (DE) to promote inclusion and diversity. The project brings together students and academics from a wide range of European universities to draw on existing practices, share knowledge and develop best practices in and with the community whereby all become teaching resources, problem solvers, and partners. The overall purpose of SL is to foster a sense of civic engagement and responsibility in students and to motivate them to produce positive social change, while the purpose of DE is to make an individual fit to the digital technology, placing that individual at the centre of teaching and drawing upon his personal experiences to engage him.

The project meets three needs of contemporary education, that came more apparent during the COVID-19 crisis:

- To digitally empower university teachers who should rapidly transform into learning experience designers and experts in emerging technologies;
- To close the gap between self-perceived and actual digital competences of university students by equipping them with appropriate skills and sensitizing them towards digital inclusion of underprivileged and underrepresented groups;
- To combine DE of teachers and students with S-L, while establishing connections between Higher Education Institutions and communities at risk, either in direct proximity or in remote areas.

The SLIDE project is targeted at higher education teachers, students and community organizations. In order to reach these stakeholders, different outputs will be developed over the project timeline:

- A Service-Learning and Digital Empowerment Manifesto that describes the needs and conditions for success of stakeholders for Service-Learning and Digital Empowerment (Geers, Meijs, & Somers, 2023);
- An e-learning module for teachers to improve their digital readiness and capacity within their teaching;
- An Online World Café for teachers to engage about Service-Learning and Digital Empowerment (Laven, Paudel, Paz Lourido, Somers, & Weinlich, 2024);
- An e-learning module for students to enhance their digital and social competences;

- A Social Hackathon for students in collaboration with the community to enhance their understanding of digital gaps, diversity and inclusion;
- A Virtual European Service-Learning and Digital Empowerment Hub to create an online space for disseminating knowledge on service-learning and digital empowerment in Europe.
- A policy report that explores the opportunities and thresholds for the interlinkage between Service-Learning and Digital Empowerment

### References:

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## POSTER PRESENTATION 2

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### Towards an Integrated Approach to Service Learning Within and Outside the Program

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**Conference track: Best practices & practical experiences in service-learning**

**Keywords:** implementation, integrated approach, interdisciplinary collaboration

**Abstract (max. 500 words):**

The Socio Educational Care Work program at Karel de Grote University College (Belgium, Antwerp) trains students to understand profession-related ethical, normative, and social questions at micro, meso, and macro levels. In this respect, the practicing socio-educational care worker acts based on universal rights and values. Thus, one of our tasks as educators is to prepare our students to take an active role in the socio-political challenges of our society. Taking a holistic and inclusive view, the socio-educational care worker supports the client in various domains of daily life, focusing on achieving optimal quality of life. She or he will need to be able to identify structural needs and requirements at the policy level, in consultation with the target group. Service Learning can be a powerful pedagogical approach to achieve this, fully aligned with our program's DNA and vision.

Our Goals:

- To further spread and establish Service Learning as a powerful pedagogical approach within and outside our program.
- Foster interdisciplinary collaboration on complex problems and make concrete contributions to society.

Path Taken:

Last academic year, one course unit was embedded in the idea of Service Learning. Consequently, we observed a change in the awareness and actions of students, lecturers, and the workforce. The three pillars of Service Learning provided teachers with a clear foundation. Teachers gained more clarity regarding the purpose of the course unit. It also provided guidance for coaching and supporting reflection among students. Students engaged in more in-depth collaborations with partners in the field, leading to substantial improvements in their reflective skills. They reflected on themselves as individuals, as professionals, and on their role in society. Conversely, the field appreciated the sustainable changes that were instigated around clients and organizations.

Future Plans:

These findings have reinforced our idea of implementing and perpetuating Service Learning as a framework. We aim to integrate Service Learning into the program as a didactic and content-based framework.

- Within the program:

The "Social and Metropolitan Challenges" module is the next course unit that aims to follow the path of Service Learning. This module focuses on identifying issues within our field, determining areas of concern, and exploring avenues for change. Collaboration with the workforce can still be expanded.

- In cooperation with other programs:

Impact Lab: This is a new module where four programs of Karel de Grote University College will collaborate, with social entrepreneurship as the common denominator. Students will work on concrete assignments from the social work and economy sector. With this new module, we aim to foster partnerships within the college and a broader field of work.

#### Our Learning Questions:

- What are the experiences of other colleges in implementing Service Learning within a curriculum?
- What are the experiences regarding the establishment and perpetuation of interdisciplinary learning across programs?

## POSTER PRESENTATION 3

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### The Role of Reflection in fostering Spiritual Dimension in Service-Learning Projects at University: a Systematic Review of the Literature

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** service-learning, higher education, reflection, spiritual development, integral education

#### Abstract:

The integral development and capacity building of university students, aimed at fostering a more just society for all, is part of the mission and identity of Catholic Higher Education Institutions (CHIEs). This commitment is reflected in the foundational documents of these institutions and in the recent teachings of the Catholic Church's Magisterium (Pope Francis, 2013, 2014, 2015, 2017, 2020), which inspire the educational work carried out by CHIEs. The pedagogical, spiritual, and social embodiment of this mission finds in SL an exceptional educational approach. As an educational philosophy that connects curricular learning and community needs, SL fosters experiential learning for the common good (Tapia, 2015), involving the integration of classroom teachings with real-world understanding, analysis, and engagement through student-led projects, actions, and services (Tapia, 2004; Gargantini & Giraudó, 2022).

When examining the impact of SL on students' learning, the scientific literature emphasises the role of systematic reflection in fostering deeper and more meaningful learning of the students and other involved agents. However, there is a relatively limited focus on the scientific literature on the connection between reflection and the spiritual growth of students (Barrett, 2015, 2016; Love & Talbot, 1999; Roehlkepartain et al., 2008; Small & Bowman, 2012). More systematic research is needed in this area.

The global mapping of the presence of SL in Catholic Universities (Argarate et al., 2023) demonstrates the widespread adoption of SL at the international level. It is recognised as an opportunity to connect universities with the common good and to strengthen the identity of CHIEs, while also aiming to provide students with a comprehensive education.

This is the work, which is carried out within the framework of the Uniservitate Program, aimed at addressing the spiritual dimension of service-learning. Within the framework of Higher Education Institutions (HEIs), and regarding the educational support of students carrying out service-learning projects, the linkage of critical reflection and service action is a key element for the integral education of students and the development of the spiritual dimension. The objective of this work is to determine the current trends of the presence of the spiritual dimension developed in HEI as reported in the scientific literature. The methodology employed is based on a systematic review of scientific articles deposited in three databases such as Scopus, Web of Science (WOS) and Ebsco Host, through a bibliometric design in accordance with the PRISMA statement. For this purpose, a search equation with its respective Boolean operators is established, as well as inclusion and exclusion criteria.

Through this systematic review, we pretend to identify which are the main journals, areas of knowledge, and methodological approaches dealing with service-learning and spirituality, as well as the position that scientific literature assigns to the role of systematic reflection in fostering an integral development of students. Numerous scientific publications addressing the role of reflection in SL projects are found, but scientific production analyzing the role of systematic reflection in fostering deeper learning linked to the cultivation of students' spiritual dimension is very limited.

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## POSTER PRESENTATION 4

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### A Minor in Service-Learning: Learning by Doing – Consulting to Social Entrepreneurs, lessons from more than a decade of teaching

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**Conference track: Best practices & practical experiences in service-learning**

**Keywords:** Service-learning, teaching, consulting, practice

#### **Abstract:**

For more than a decade, a minor program at Rotterdam School of Management has been utilizing the service-learning method. In a span of 10 weeks, students of various backgrounds, but mostly business, are confronted with an organizational problem given to them by an existing Rotterdam-Area based civil society organizations. These organizations vary from a platform aimed at fostering understanding of stepfamilies, to a local pool in need of a new concept for their location.

For many students this is the first time during their bachelor's studies they'll work with real life organizations and step out into society to hone their skills. What follows is an intense 10 weeks with incredible learnings and experiences. The minor is steadfast rated among the highest in our offering. Not only due to the tight organization and content, but due to the unique experience we offer our students.

In our poster presentation, we'll delve deeper into the specifics of this minor, showing you the content of our sessions, our special events, the methodology, assignments and our learnings from over 10 years of teaching.

# WORKSHOP 1

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## How tailored care-ful training supports impactful research with communities: reflections on practice

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### Conference track: Collaboration & alliances for service-learning

**Keywords:** community-engaged research, community-researchers, project-based research training, co-analysis, community-organisations, reflexive learning

#### Abstract:

Community-engaged research in collaboration with community-organisations creates an opportunity for personal growth and civic learning to be situated as intentional learning goals (Stokamer & Clayton, 2017) and is a well-recognised form of service-learning (Bringle et al., 2016). Grounded in the principles of experiential learning collaborative research provides students with opportunities to enhance and transform their understanding of ideas and theories through practical experiences in ‘the field’ creating potential for educators, students, and community partners, and by proxy their networks and communities, to meaningfully connect across a range of social divides through engaging with people with different experiences to themselves (2013). In this way community research enables us to situate our knowledge and expertise as part of a knowledge network that includes experiential ways of knowing (amongst others), the intersections within these networks can be imbued with utopian potential (Bell & Pahl, 2017). This workshop will frame collaborative research as a practice of ‘hope’ for a liberating education system imagined by Friere (1985, 2021) wherein teaching and learning are form of embodied (critical) praxis, through which students are enabled to explore issues of ‘social difference, social justice, and social transformation’ (Mayo, 1999, p. 58) while re-imagining and re-working their conceptualizations of identity, knowledge, and representation (Martin, 2017, p. 2).

This workshop will draw on our combined experience in academia and the UK third sector working with and training community groups, academics, students and individuals with lived experience to co-produce research. Using a participatory approach the workshop will create space to reflect on the values and traditions of community engaged research, exploring how we can enact these values to co-produce meaningful and impactful research which also facilitates transformative experiential learning opportunities for all those involved. The workshop will pay particular attention to the role and meaning of ‘training’ in community research to explore how to value, work with and across different forms of expertise. We will share the challenges we have faced, reflect on methodology, and share practical examples and ideas. Participants will have the opportunity to bring their own examples into the workshop and consider these in relation to the notion of care-ful collaboration in which the materiality and relationality (Manchester & Barke, 2020) and the ‘messy’ emotionality (Thomas-Hughes, 2018) of the collaborative context is centred. The workshop will conclude with a focus on practical frameworks and co-constructing new ideas for collaborative community-engaged research within service-learning pedagogy at all levels of higher education.

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## WORKSHOP 2

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### Digital Development: training program for higher education students

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#### Conference track: Best practices & practical experiences in service learning

**Keywords:** service-learning, higher education teachers & students, digital development

#### Abstract:

The objective of this workshop is to provide higher education teachers and trainers with resources that can enable their students to fully participate in digital education, to sensitize them towards digital inclusion and digital empowerment of underprivileged and underrepresented community members and empower them to address sensitive contemporary societal issues and at developing their own digital competences.

All workshop participants will gain free access to the online course on Digital Development (<https://www.slide-erasmus.eu/moodle/>) that was created by the project consortium as part of the Erasmus+ project SLIDE (Service-Learning as a pedagogy to promote Inclusion, Diversity, and Digital Empowerment). This course can be used by students as a standalone resource, but also by teachers as a tool to educate their students about four main digital pillars: competence (confident and appropriate use of digital technologies to engage in society), fluency (appropriate use of technologies and application of digital skills to enhance one's own learning, work-readiness or everyday life), intelligence (a set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life) and engagement (appropriate use of digital tools to find, listen to and mobilize a community around an issue).

Each of the 8 modules in this e-course contains activities that are graded (tests and essays). After the completion of the e-course the students will be able to:

- critically reflect on the use of digital content;
- recognize the ethical dimensions of using the digital content in digital communication, collaboration and participation;
- model a more mindful approach regarding the use of digital media in work, study, and life;
- create digital content that is both visually appealing and informative, and inclusive to different stakeholders;
- apply storytelling approach and scenario-based approach;
- understand the concept of digital intelligence;
- recognize service-learning as a strategy to enhance digital empowerment of communities and marginalized groups

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## WORKSHOP 3

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### Reflection becoming innovation in Service-Learning: When and How?

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#### Conference track: Best practices & practical experiences in service-learning

**Keywords:** meaningful reflection; good practices; Higher Education; Service-Learning; innovation.

#### Abstract:

Service-Learning is commonly defined as an innovative pedagogical strategy that is intentionally focused on student development and community improvement, fostering through continuous reflection the educational innovation and social transformation of all the actors involved (Bingle, Santos Rego, & Regueiro, 2022). The workshop aims to create a safe space for exchange of experiences in reflection methods in Service-Learning in Higher Education Institutions, targeting all three phases of reflection - before, during and after the course.

Participants will be engaged in creating several word webs based on attributes of reflection as meaningful experience, such as: informative, generative and transformative. Once created, the word webs will be further used to identify when and how the reflection in each of the phases becomes innovation in the process of Service-Learning. The idea of the workshops arises from promising research results of a qualitative analysis performed by the authors on the perceptions of higher education students from Slovakia, Romania and Croatia of their first-ever Service-Learning experience (Culum, Gregorova, & Rusu, 2021). Students from all three countries valued their SL experience as one that provided them with possibilities to learn a lot equally about both - the chosen academic field and their immediate community. Beside their positive reflection upon the process of learning, students indicated a high level of appreciation of opportunities given within the SL courses following their personal development and contribution to the community. The participants of the workshop will be asked to check whether their own reflective methods used in the SL-related activities match the attributes of the meaningful reflection fostering innovation, as identified through the word webs. Recommendations will be discussed while anchored in the 4C model of qualitative reflection, describing it as continuous, connected, challenging and contextualised.

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## WORKSHOP 4

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### Brainstorming the Future of Civic Engagement in Europe and Beyond: University Collaborations for Inclusive Learning and Community Service

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#### Conference track: Collaboration & Alliances for Service Learning

**Keywords:** Civic engagement, human rights, democracy building, online program, collaborative development

#### Abstract:

The workshop, "Brainstorming the Future of Civic Engagement in Europe and Beyond: University Collaborations for Inclusive Learning and Community Service," aims to stimulate collaborative efforts to address the complex challenges of human rights violations and the erosion of democratic principles. In an era marked by global interconnectivity, there is an urgent need for comprehensive educational initiatives to address these issues. The imperative for educational institutions to lead in the cultivation of informed, empathetic, and proactive citizens cannot be overstated (Mtawa, Ntimi & Nkhoma, 2020). By initiating collaborative efforts, we are harnessing the experiences and achievements of the School of Transformation and Sustainability (STS) at KU, along with its varied collaborative ventures, and the collective expertise, innovative capacity, insights, and perspectives of participants to create an impactful online program dedicated to addressing the issues of our contemporary world (Schnebel & Gerholz, 2019).

Building on the imperative for educational initiatives, the adoption of an online format for service-learning programs is not merely a strategic choice but a necessary evolution. Online service-learning programs significantly expand accessibility and inclusivity, enabling students from diverse global backgrounds, to participate. Importantly, the scalability of online programs means they can reach a wider audience, thus amplifying their impact by addressing broader social issues more efficiently and cost-effectively.

Following this rationale, the essence of this workshop is to convene scholars, educators, and practitioners dedicated to reimagining and strengthening civic engagement through education. By creating a space for collaborative ideation and strategic planning, this initiative aims not only to conceptualize an online program but also to establish the foundations for a sustainable model of inclusive learning and community service. The proposed workshop is designed to act as a catalyst for a participatory development process, inviting contributions that will shape the curriculum, methodologies, and delivery mechanisms of the program. A particular focus will be placed on

human rights advocacy and the promotion of democratic values, underscoring the program's commitment to addressing the critical issues of our time.

The objectives of this workshop are

- Collaboratively brainstorm ideas for the content, structure, and delivery methods of the online program with a special emphasis on human rights and the fundamentals of democracy building.
- Explore and articulate potential common goals and priorities among the partner universities for the joint initiative.
- Discuss strategies for ensuring inclusivity, accessibility, and student engagement in the online learning environment.
- Introduce KU's School of Transformation and Sustainability and our Fellowship Program as potential avenues for collaboration.
- Establish a framework for ongoing communication and collaboration between workshop participants

The workshop is structured as follows

1. A brief presentation of the objectives and scope of the workshop (10 minutes)
2. Interactive brainstorming in small groups (30 minutes)
3. Reporting and discussion of key findings and next steps (20 minutes)

By the end of the workshop, participants will have engaged in collaborative discussions and contributed to the development of key elements for the online program. We invite conference participants to join us in this collaborative endeavor and help shape the future of civic education through university cooperation.

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## WORKSHOP 5

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### Rethinking Campus-Community Relations: Asset-Based Approach to Equitable Partnerships

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**Conference track: Processes of service-learning institutionalization**

**Keywords:** University-Community Relationships, Transformative Engagement, Asset-Based Approach, Resource Mapping

#### Abstract:

This will be an interactive session focused on deepening relationships between universities and community partners at the macro-level. Tulane's curricular requirement necessitates partnerships with hundreds of community agencies, but we've learned that our role in facilitating these relationships can go from transactional to transformative- connecting partners to more than just one faculty or class, but to multiple University resources. All participants will be able to contribute their experience and ideas in this workshop.

Method: asset-based approach and mapping of resources on an individual level (single faculty, student, community agency/NGO) or macro level (multiple departments, university-wide efforts). Recognizing that service learning can often be enacted with a unilateral and/or deficit-based mentality, we use the Asset-Based Community Development (ABCD) approach for stakeholders to recognize what each has to contribute to the partnership at various levels of interaction and ownership. While ABCD is traditionally used with community organizations, we borrow from the SOFAR framework's stakeholder constituencies.

By engaging academic community engagement professionals in this interactive asset mapping activity, one can promote collaboration, foster understanding, and empower participants to leverage their assets effectively in building partnerships for meaningful community engagement.

Takeaways:

- Enhanced Understanding of Macro-Level University-Community Relationships
- Strategies for Transformative Engagement Beyond Transactional Partnerships
- Empowerment to Utilize University Resources for Community Benefit
- Insights into Asset-Based Approaches for Partnership Development
- Practical Techniques for Resource Mapping and Collaboration Optimization

## WORKSHOP 6

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### The influence of the cultural context of community service-learning practices

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#### Conference track: Collaboration & Alliances for Service Learning

**Keywords:** Community service-learning, organizational culture, complex societal issues, societal transformation

#### Abstract:

In this workshop, we invite participants to engage in a discussion on the role of the cultural context in defining their community service learning (CSL) practices. Note that we use the concept CSL rather than Service-Learning (SL), since CSL tends to focus more on the outcome for the community, whereas SL focuses more on the learning of the student. Originating from the United States and Canada in the 1960s and 1970s, CSL as a structured pedagogical approach spread to Europe in the decades following. Although European educators and institutions were influenced by developments in North America, its adoption varied both across countries and institutions. Cultural beliefs, institutional governance, and policy, as well as the cultural, political, and economic context of a specific country or region influence and inform these engaged educational practices.

This larger cultural context co-determines what is considered as efficient, what is quality, what is knowledge and how it is produced. However, this larger cultural context is often taken-for-granted. Ideally, CSL “serves as a vehicle for connecting students and institutions to their communities and the larger social good, while at the same time instilling in students the values of community and social responsibility” (Neururer and Rhoads 1998, p. 321). It aims to increase civic engagement and social responsibility, develop practical skills, and stimulate personal growth and self-reflection, amongst others. However, how this is all defined largely depends on the cultural context. A close examination of the literature shows that little research is dedicated to how this cultural landscape potentially impacts CSL activities and practices (Kempner and Makino 1993; Väkimaa 1998).

Therefore, in this 60-minute workshop, we aim to make the invisible visible by exploring this often hidden, taken-for-granted cultural context with the participants. By critically reflecting and explicating the cultural characteristics and belief systems in which a HEI is embedded, we aim to get a better understanding of how this influences our different CSL practices.

First, we give a 10- minute introductory presentation. Secondly, we will zoom into the strategic, tactical, and operational level of HEIs as stipulated by Stephens et al. (2008). Through three different rounds in a World-Café setting (15 minutes each), we invite participants to reflect on the following questions: 1) what drives European universities vision and mission towards socially engaged education; 2) to what extent are institutional alliances and cooperations among stakeholders key in promoting CSL in the European context and; 3) how can European universities implement change through the curriculum, research, and mutual learning with society on complex

societal issues (Filho 2000; Scholz et al. 2000)? We will conclude jointly (5 minutes) reflecting on these different levels, hoping that getting a better understanding of these different levels and their cultural embedment will help practitioners in designing, implementing, and co-creating CSL practices that can be adapted to the different variety of contexts in Europe. Furthermore, this understanding will aid in a more culturally sensitive approach and guide CSL practices to contributing to transformations towards fairer, more democratic, and environmentally responsible societies (Stephens et al. 2008).

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## WORKSHOP 7

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### Two in One: The Fusion of Citizen-Science and Barcamp - A Synergy for Promoting Service-Learning

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**Conference track: Best practices & practical experiences in service learning**

**Keywords:** Citizen-Science, Barcamp, Networking, Community of practice, non-hierarchical space

#### **Abstract:**

Citizen-Science, as the involvement of the public in scientific processes, offers a means to collect large amounts of data, tackle complex issues, and simultaneously enhance public understanding and engagement with science and research. Barcamps are informal, participatory conference formats that facilitate an open agenda and active participant involvement, providing a platform for informal exchange of ideas, knowledge, and experiences. Both formats are excellent frameworks for Service-Learning projects because they presuppose an equal democratic working relationship between actors from society, science, politics or business (Miller & Compennass, 2023, p. 253)

The learning processes in Service-Learning situations can be embedded in the concept of the community of practice according to Lave and Wenger (1991). According to this concept, learning takes place in the concrete situation and serves as an instrument for expanding participation in communities of practice. The desire to participate in so-called communities of practice leads to a transfer or exchange of knowledge and thus to the generation of learning content and creates the willingness to acquire the necessary skills and knowledge (Grotlüschen & Pätzold, 2020, p. 87ff.).

Following the concept above, examples include the Barcamp method and the Citizen-Science research approach. They represent a non-hierarchical space in which everyone acts independently and enters into dialogue with the community (Weber, 2014, p. 28). A Barcamp is an innovative, open and interactive event concept or method. It enables active participation by everyone and also focuses on strong networking during the event. This concept corresponds to learning in communities of practice, as everyone has the opportunity to contribute to a learning topic and influence or change the learning community through their knowledge transfer during the session. The common goal of all participants is networking, the exchange of ideas and the generation of new collaborations. The Citizen-Science research approach also corresponds to the community-of-practice concept and can be categorized as part of the participatory action research approach (Fox & Martin 2007, p. 52). Citizen-Science describes the participation of people in scientific processes who are not institutionally bound to this field of science. Participation can range from the short-term collection of data to the intensive use of free time to delve into a research topic together with scientists and/or other volunteers (Bonn, Richter et al., 2016, p. 6). Through the joint research process, learning takes place on a specific research topic with the aim of generating new knowledge for everyone.

At the #7ECSLHE, a mini Barcamp will be organized. Participants will thus have the opportunity to familiarize themselves with the Barcamp format on a meta-level while engaging in micro-level discussions exchanging experiences or best practices with Citizen-Science projects. A Barcamp

fosters a unique, productive, and trusting working environment, crucial for further collaboration. The following infrastructure is required: a room where it is possible to work in small groups. At least one hour is required.

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## WORKSHOP 8

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### Collaborative Knowledge Mobilization in Campus-Community Partnerships

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** research-based teaching, SOTL, Service Learning, didactic concepts, research in SL

**Abstract:**

The "Collaborative Knowledge Building in Campus-Community Partnerships" development workshop is an engaging and participatory session. The workshop places a robust emphasis on participant involvement, fostering a collaborative environment where diverse perspectives contribute to the collective understanding and advancement of knowledge transfer practices.

In this workshop, our primary objective is to equip participants with not only a deep understanding of collaborative knowledge transfer theories and strategies but also with tangible action plans ready for immediate implementation within their respective academic and community contexts.

## WORKSHOP 9

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### Reflection as a transversal axis in service-learning

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### Conference track: Best practices & practical experiences in service-learning

**Keywords:** critical thinking – Soft skills– methodology – professional role – teaching innovation.

#### Abstract:

Reflection in Service Learning (SL) is understood as a continuous and deep process, where academic content, service, values and attitudes of each discipline and profession are articulated (Brockbank & McGill, 2002, Cooper, 1999, Tejada, 2013). This process allows students to internalize their experiences and transform them into knowledge and skills applicable to their personal and professional development. Reflection thus becomes a bridge between theory and practice, fostering a deeper understanding of the concepts studied and their relevance in the real world (Culcasi & Fontana, 2023; González et al., 2016).

The workshop presented at this conference addresses the relevance of reflection in Service Learning, a teaching-learning methodology that combines community service with academic learning. This methodology requires continuous, contextualized, challenging and collaborative reflection to achieve a truly transformative educational experience and the delivery of quality service. The main objective of this in-person workshop is for participants to acquire the necessary tools to understand and apply reflection in a Service-Learning course. During the session, the importance of integrating a reflection strategy as an essential component in the design and execution of a Service-Learning course will be emphasized.

The structure and planning of the workshop consists of different moments. A first initial activity to raise previous knowledge about the reflection, then the theoretical exposition of contents associated to the reflection. Then a reflection activity “Truth Thermometer”, a resource that teachers can use in their courses. Then the central elements of the design of a reflection activity will be reviewed, to end with an individual work contextualized in the course itself. Attendees will have the opportunity to identify the key elements of an effective reflection strategy and learn how to design reflection activities that promote the development of meaningful learning in students. In this workshop, reflection activities will be addressed and exemplified to provide teachers with tools to implement in their R&S courses. Practical examples will be discussed and exercises will be conducted for participants to experience reflection and its impact on learning. The importance of this workshop lies in its practical and applied approach, which seeks to empower teachers to effectively integrate reflection into their A+S course programs. At the end of the workshop, attendees will be better equipped to guide their students in reflecting on their service and personal experiences, thus facilitating the connection between academic learning and social engagement and preparing them for their future professional role.

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## WORKSHOP 10

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### How to choose assessment and construct a curriculum-based portfolio in community-engaged learning?

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#### Conference track: Best practices & practical experiences in service-learning

**Keywords:** Community engaged learning, Curriculum based portfolio, Alternative assessment

#### Abstract:

Community-engaged learning\* in higher education tackles urgent societal questions by combining academic knowledge with practical know-how in a reciprocal learning collaboration with societal partners. This educational format differs fundamentally from commonly used academic teaching designs. For one it offers opportunities of cumulative learning where students transfer knowledge across contexts and build knowledge over time. As a result, community-engaged learning requires not only a different set of learning objectives but alternative assessment as well. In this workshop, we discuss questions on how to choose appropriate assessment within a community-engaged learning format, taking into account ambiguous objectives such as ‘personal growth’, ‘social engagement’, or ‘active citizenship’ and catering to cumulative learning. To take this a step further, we invite the participants to join us in a pressure-cooker on constructing new assessment types using a portfolio design.

\*at Utrecht University we use the term ‘community-engaged learning’ (instead of ‘service learning’) to describe experience-based education in which students and teachers together with external partners work on issues in society. We prefer this term as we think it better expresses the role of the societal partner (Cf Pompa 2002; Mitchell 2008).

Inspired by the studies by Celio, Yorio and Conway, we use the following categories of learning objectives:

Learning objectives*	Assessment?
1. Objectives concerning disciplinary knowledge and/or expertise on the societal question: connecting academic discipline to practical issues etc	
2. Objectives concerning academic skills: presenting academic findings to a larger audience, cooperating with fellow students and non-academic partners, applying creative methods etc	

3. Objectives concerning personal development: acting responsibly, ethically and with integrity, showing self-efficacy, acting independently and constructively, reflecting critically on one's own positionality etc	
4. Objectives concerning social and civic engagement: transformative thinking, respectful attitude, acting adaptively etc.	

\*Objectives 1 and 2 are often used in regular courses as well; objectives 3 and 4 specifically match the service-learning aims

Discussion questions:

- Academic studies on community-engaged/service learning often urge reflection as the principal form of assessment. It is questionable, however, if reflection can be tested and graded. Are there any alternative assessment formats that can be used? And, as objectives 3 and 4 aim for growth and engagement, can we measure these aspects? Are these 'gradable', or is it necessary to use pass/fail? If so, on what grounds does a student pass or fail?
- University College Roosevelt is developing a curriculum-based portfolio to evaluate cumulative aspects of community-engaged learning throughout the curriculum. How to design this portfolio format in such a way that it allows evaluation of student development over time?

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# WORKSHOP 11

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## Which Community? Conceptualizing and Institutionalizing University Relations with Social Partners

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**Conference track:** Processes of service-learning institutionalization

**Keywords:** Institutionalization, community, professional practice, social justice, Third Mission

### Abstract:

When dealing with the aims of service-learning, existing literature has focused on what kind of formation is sought in service learning for students. My research colleague Jorg Huijding identified four, significantly overlapping typologies to this end: Morton (1995) distinguishes between approaches to service (charity, project, or social change); Kahane et al. (2000) between types of citizens to be formed (responsible citizen, participatory citizen or social reformer); Britt (2012) sees differences between pedagogical frames (skill sets with accompanying reflexivity, civic values and critical citizenship, or social justice activism); and most recently Langhout et al. (2023) speak of service learning typologies (personal responsibility, critical citizenship or social justice). Largely left implicit, though, are the kinds of communities higher education engages with in its service-learning projects. The external partners are partly chosen by socially critical commitments; indeed the ‘community’ often implied in community service-learning, as our study of the American literature, such as the Michigan Journal of Community Service Learning at least suggests, are underserved communities where all the different aims mentioned above are each strongly present. Mostly out of the picture are other kinds of partners with which the university frequently engages, and which also effect the kind of engagement and service-learning entailed.

To start off this workshop, I identify four types of ‘communities’ that we have seen: 1) a focus on marginalized or underserved groups, which often implicitly or explicitly includes a social justice orientation; 2) a territory-based service-learning that is commitment to a neighborhood or street that mostly seeks quality-of-life improvements; 3) a – very large – ‘professional practice’ kind of service-learning, in which students and practitioners work together to improve professional or institutional performance; and 4) research and development, in which students engage with businesses and institutes to serve society. Each type of community brings both possibilities and problems, as will briefly be explored with the workshop participants. I’ll briefly explain how we approach this challenge at Utrecht University.

Perhaps more than the aims of education itself, the types of partnerships universities (or faculties, departments, etc.) effectively seek out and maintain says a good deal about how your institution conceives and practices its mission to society.

This session will explore and discuss the following questions:

- 1) Which kinds of communities does your institution work with, and to which ends?
- 2) Do different parts of the university cooperate with different kinds of communities? Are, and can, all of these be properly seen as forms of service-learning?

- 3) Should service-learning be restricted to working with certain kinds of partners, and what grounds should that (not) be done?
- 4) As you seek to further institutionalize service-learning, how wide or focused should your inclusion of various 'communities' be?

These questions are important as service-learning is increasingly brought into connection with the university's intensive search for societal engagement and relevance. How should your institution best understand its Third Mission on the basis of its divergent service-learning practices?

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## WORKSHOP 12

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### Advancing Service-Learning Research through a Future-focused Global Research Agenda

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**Conference track:** Empirical research on service-learning and service-learning impact

**Keywords:** research, global, impacts

#### Abstract:

Research plays a critical role in advancing the study and practice of service-learning and community engagement (SLCE) by providing much-needed evidence that identifies the best practices and potential impacts of SLCE. In preparation for its 25th anniversary conference, the International Association for Research on Service-Learning and Community Engagement (IARSLCE) embarked on a multi-year effort to develop a comprehensive, global research agenda for the study and practice of service-learning and community engagement. This international agenda articulates the key issues, questions, methodological approaches, challenges that will shape the field in the coming years. The agenda is intended to advance knowledge and understanding of service-learning and community engagement across the educational spectrum and across national, cultural, and disciplinary contexts, and it focuses on ensuring that the future research in the field reflects the diverse and evolving interests and perspectives of scholars, practitioners, collaborators, and supporters from across the globe.

The Research Agenda is being developed through a series of forums through which more than 300 members of various service-learning and community engagement networks and communities from across the globe have had opportunities to offer their perspectives on the key questions and issues that future research studies and efforts should focus on and emphasize to further the field. At each forum, participants explore research questions and themes across 10 sections: impacts; implementation; institutionalization; methodology; instruments; theories and conceptual frameworks; conducting post-covid activities; equity-focused practice; cross-cultural and cross-national studies; and replication. To date, 25 forums have been held in 10 countries, including several European countries (Belgium, Italy, Slovakia, United Kingdom).

This workshop session presents some of the preliminary findings from the input gathered during the various forums held in Europe. The purpose of this presentation is to highlight some of the emergent themes and research questions that these forums have produced within the European context. Scholars and practitioners who attend this workshop session will: (1) participate in a presentation of some of the key questions and emerging themes that were submitted to the research agenda across the ten sections on which the research agenda is organized; (2) receive information on the scheduled forthcoming steps to analyze the more than 10,000 data points collected to date; and (3) have an opportunity to explore opportunities to contribute to the final phase of the research agenda production.

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## WORKSHOP 13

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### Designing a learning pathway towards service learning and cocreation: a practical toolbox

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#### Conference track: Best practices & practical experiences in service-learning

**Keywords:** Cocreation, curriculum development, soft skills, learning pathway, curriculum design

#### Abstract:

During the academic year 2023-2024 Odisee University of Applied Sciences had the opportunity to develop a toolbox that supports educators and teams to reflect on their curriculum. Our institution has the ambition for every student to have at least one 'authentic' and 'real' cocreation experience during or at the end of their study career.

From different observations such as:

- The fact that students are not always fully prepared to participate in service learning projects (lacking motivation, not the proper attitude...)
- The fact that programmes have educational activities in international and/or intercultural contexts or activities that provide civil service but lack the service learning attitude or dimension.
- The fact that reflection is omnipresent in our educational environment but not always implemented in a well thought-out way.
- The fact that a service learning project is often an isolated part of the curriculum.

We found it necessary to facilitate teams in their thought process by offering them a model for developing a learning pathway towards the service learning activity. The team first has to agree on the desired learning outcomes, then they can pave the 'path' towards these 'cocreation' skills. We use a tool to scale the level of learning outcome and to gradually let the students grow.

During the workshop we intent do briefly introduce the tools with some examples out of our project, but also to let participants think about (the place of) their proper (experience in the) curriculum. The workshop is therefore aimed at educational support staff, but open to teachers as well.

# WORKSHOP 14

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## The World Café Approach in Service-Learning

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### Conference track: Best practices & practical experiences in service-learning

**Keywords:** Service-Learning, World Café, Demonstration, Trainings-Manual

#### Abstract:

During the workshop, we will explore the transformative potential of the World Café approach to the context of Service-Learning.

1. Introduction to World Café:
  - Gain understanding of the World Café method & applications in various contexts.
  - Explore core principles that make World Café a powerful tool for inclusive dialogue.
2. Stakeholder Engagement in Service-Learning:
  - Examine the role of stakeholders, including learners, community members, and social groups, in shaping service-learning experiences.
  - Discuss the potential impact of diverse perspectives on the quality of service-learning initiatives.
3. Practical Demonstrations
  - Experience a live demonstration of the World Café method tailored to the context of service-learning.
  - Participate in discussions that simulate the inclusion of stakeholder voices in decision-making processes.
4. Reflection and Sharing:
  - Reflect on the workshop experiences and insights gained.
  - Share observations and thoughts on how the World Café method can be adapted to enhance service-learning projects.
5. Transferring Experiences to Your Settings:
  - Discuss strategies for successfully transferring the World Café experiences to diverse educational settings.
  - Explore potential challenges and solutions in implementing stakeholder engagement in service-learning.
6. Training Manual Introduction:
  - Conclude the workshop with an introduction to a comprehensive training manual designed to serve as a practical guide.
  - The manual includes step-by-step instructions, case studies, and adaptable templates for incorporating World Café approach into service-learning initiatives.
7. Q&A and Open Discussion: Engage in a question-and-answer session to address specific concerns and queries.

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# WORKSHOP 15

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## Unravelling the Rationales, Responses and Roles of practitioners when embedding Service Learning – A reflective practice workshop

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### Conference track: Processes of service-learning institutionalization

**Keywords:** institutional logics, engaged education, engaged practitioner responses, institutional complexity, roles

#### Abstract:

Higher education institutes (HEIs) increasingly aim to embed (community) service learning practices (Tijmsma et al., 2023). However, the rationales (motivations and behaviour) behind embedding service learning can be divergent – both on the individual practitioner level and on the institutional (policy) level (Compagnucci & Spigarelli, 2020; Lounsbury & Pollack, 2001; Taylor & Kahlke, 2017).

In this interactive session, we take a closer look at the various rationales and make you, as a practitioner, more aware of your own rationales in relation to embedding service learning within your institutional context, by considering questions such as: What rationales drive you as a practitioner, researcher, or policy maker to embed service learning practices? And how does this (dis)align with institutional practices? What potential tensions can arise in relation to your own service learning practice? And how can you best deal with or respond to these tensions? We give meaning to this workshop based on the findings of a recently published paper (Tijmsma et al., 2024). In this paper we describe different rationales, responses and roles of individual practitioners in relation to embedding service learning.

- 1) Individual assignment on Rationales (20 minutes) As a first step in this workshop participants will fill in the form including statements about the role of HEIs that connect to state, market, corporate, community or professional logics (a form will be shared during the workshop). You fill in the handout; score statement from 1 – 5, rank the 3 statements that they deem most important, discuss in pairs your scores and rankings and finally share about your discussion plenary.
- 2) Short presentation on rationales, responses and roles (10 minutes) After the forms have been filled out and discussed we give a short presentation in which we explain how the statements can be linked to different logics. Logics refer to the prevailing sets of beliefs, values, norms, and practices that shape organizations' behavior and decision-making. They provide a shared understanding of what is considered appropriate and legitimate in the field, guiding the actions and interactions of organizations, professionals, and other stakeholders (Besharov and Smith, 2014). Specifically, we distinguish professional logics, market logics, corporate logics, state logics and community logics (Cai and Mountford, 2022; Thornton et al., 2012). We explicate

how tensions can arise between individual practice and institutional structures when logics do not align or even conflict and describe different roles that practitioners can take when this happens (Pache and Santos, 2013; Shea et al., 2023; Tijmsa et al., 2024) (see also appendix B).

- 3) Reflection on Responses and Roles (25 minutes) After the presentation we ask to reflect on the following questions in small groups of approx. 5 people using another handout that will be provided during the workshop reflecting on questions such as; What are your drivers and rationales (for embedding service learning)? How do you experience the (institutional) support in this? And do you recognize yourself in one (or more) of the responses and roles we just presented, or do you use a different approach? If so, what kind of approach?
- 4) Closing (5 minutes) Finally we take 5 minutes to very briefly share amongst the groups the most important topics of discussion. We allow you to take the handouts with you after the workshop. We hope this workshop will provide you with more insights on your own positionality within your institute and how you might deal with some (perhaps unavoidable) tensions.

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## WORKSHOP 16

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### Community Need at the Heart of Service Learning/Community Engaged Learning (SL/CEL)

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**Conference track:** Processes of service-learning institutionalization

**Keywords:** coproduction, reciprocity, strategy, models, sharing

#### Abstract:

*“Service-learning advocates an opposing epistemology: a need for knowledge to be local and co-created with (rather than for) the community” (d’Arlach et al., 2009, p.5)*

*“Service-learning for us is less a pedagogical practice and more an active partnership with the community working on the pressing issues in our city” (Burton et al., 2019, p.90)*

Service Learning (SL), also known as Community Engaged Learning (CEL), offers an opportunity for us to collaborate with our community and ensure that our curriculum is relevant to the changing needs of our society. It also allows us to challenge the power dynamics of knowledge that exist in our society and realign these for reciprocal collaborations and outcomes. Mutual benefit is a key value of SL/CEL but, in order to truly achieve this, it is essential that community need is at the core of our projects and is considered in equal measure to academic and student need right from curriculum-design phase. How do we foster an environment where we can codesign with our community? How do we ensure the community voice is heard and its needs are represented throughout university curricula? What models of SL/CEL exist in different parts of Europe and how are these designed and implemented with community need at their core?

We invite colleagues to join us at this workshop ready to share and learn from each other’s experiences of:

1. Incorporating community need into the curriculum through SL/CEL whilst ensuring we align with the various strategic directions of our institutions
2. Different models of SL/CEL that exist at our own institutions and how these harness mutual benefit and reciprocity

We will engage in activities designed to allow us to visualise the varying strategic directions of our institutions that SL/CEL contributes to, how community need is considered as a key component and to learn and inspire others through discussing existing and possible models of SL/CEL. We will use presentations to set the scene and provide examples, then colleagues will participate in round-table discussions to contribute to a mind map, establishing a collaborative approach to sharing knowledge and best-practice.

This workshop contributes largely to the overarching theme of the conference through encouraging collaboration and sharing knowledge to enhance our practice and continue to positively contribute to our communities and our shared objectives. We hope to share and learn

how we can ensure community need is at the core of our work in SL/CEL both for our European colleagues and to bring back to our work at the University of Bristol (UoB) and Nottingham Trent University (NTU). Embedding mutually beneficial SL/CEL projects in the curriculum is a driver for both Hannah and Andrea's work. Hannah's work at UoB focuses on collaborating with and supporting academic staff on curriculum design to embed SL/CEL that aligns with key parts of the university's strategies and frameworks. Andrea leads a large service learning module at NTU with a team of 15 colleagues and seeks to work in partnership with communities in line with the university's civic mission.

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