

# Principles of Service-Learning & How to design a Service-Learning course



May 31, 2016

Pilar Aramburuzabala

When faced with human suffering,  
one can...



... ACT

# Promoting civic engagement!



**... to transform the world  
and reach social justice**

**You can not build a fairer society  
with mediocre citizens.**

**Adela Cortina, 2010**

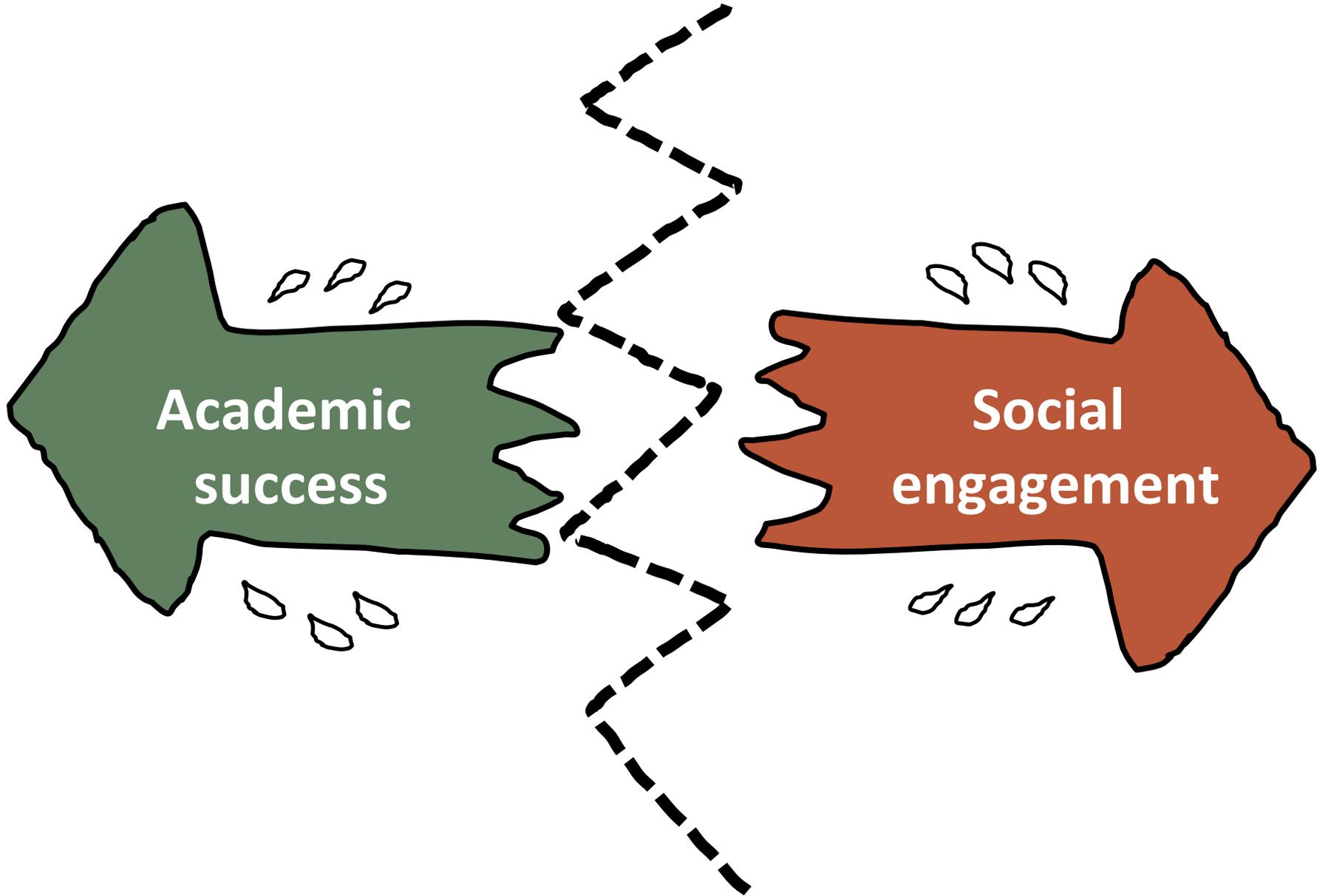
The millennium generation is more interested in **contributing to changing the world** than any earlier generation.



**For some universities, academic  
excellence is what gives sense to  
their existence.**

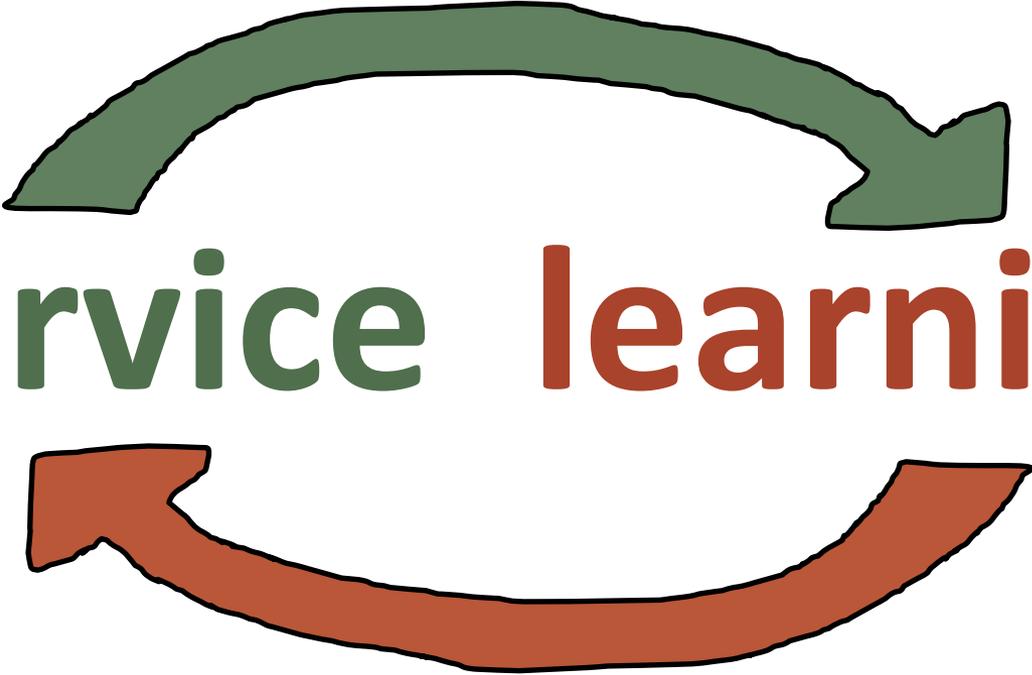
**We consider that what gives sense  
to our existence is **serving people**,  
and its best instrument is academic  
**excellence.****

School of Medicines of the University of Tucumán  
(Argentina)

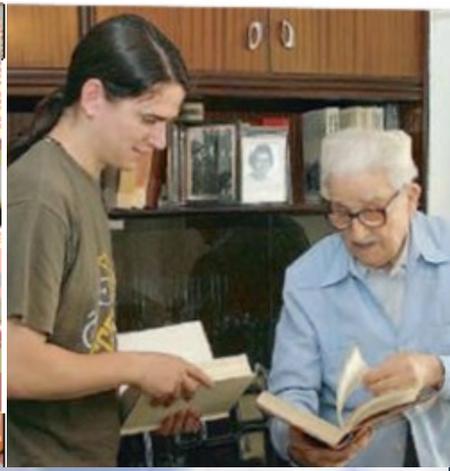


**Academic  
success**

**Social  
engagement**



**service learning**



**A tool for education on sustainable development**

# On this session...

1. Principles of Service-Learning
2. How to design a Service-Learning course



# Much more than a methodology

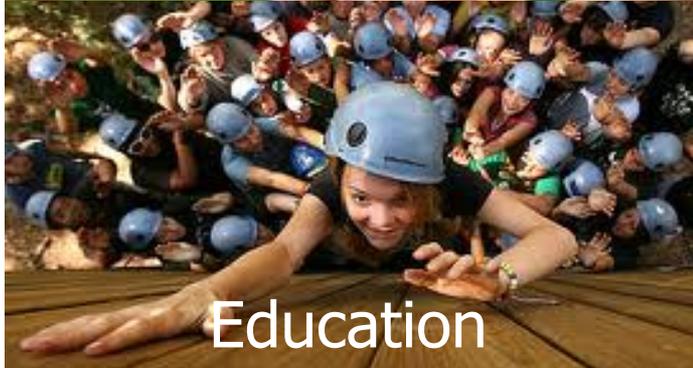
**A way of understanding...**



The world



Citizenship



Education



Learning

1.

# Principles of Service-Learning



**What is  
service-learning?**



If students at a Chemistry class collect trash in a disadvantaged neighborhood, they are providing a

**service to the community**



If they collect water and waste, analyze it in the laboratory and draw conclusions about pollution, they are doing a

**practical activity**



When the students

- Pick up garbage,
- Analyze what they collected
- Share the results with the neighbors
- Provide suggestions about how to recycle and reduce the bill.
- Reflect on their experience

**service-learning**



# Something simple...



Learning by providing a  
service to the community

...and powerful



competent citizens capable of  
**transforming society**

# Service-learning is...

- a form of **experiential** education
- that integrates community **service** with **learning**
- to enrich the learning experience, teach **civic responsibility** and **strengthen the communities**

## S-L is not...

- A volunteer program
- A practical activity
- A single-sided coin: There is a mutual benefit
- Only academic
- Only for the young



# What is it based on?



A way of understanding **citizenship**: based on active participation and contribution to improving the quality of life of society.



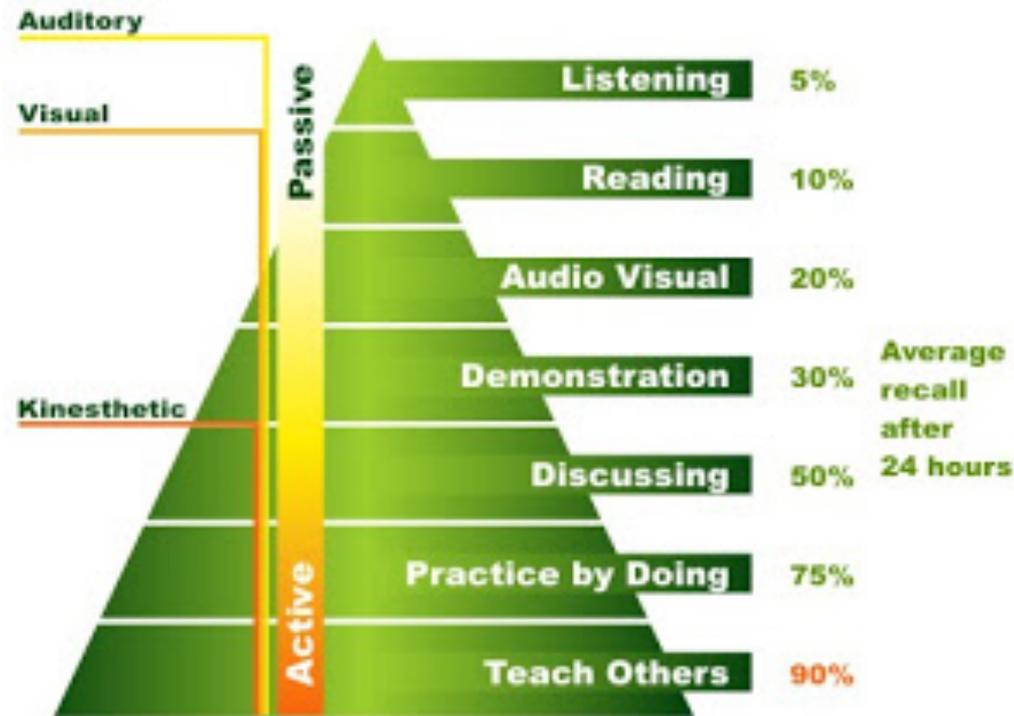
**Young people are  
already citizens capable  
of causing changes in  
their environment.**

2

A way of understanding **learning**: based on social responsibility, exploration, action and reflection.



We learn best when we put into **practice** what we are trying to learn



The learning pyramid of Cody Blair

We learn even more when the practice is linked to a **social need**...



... because it generates a **commitment**.

**Students of any age learn best if their education is **experimental** and is based directly on **solving problems** in the third sector, in the community.**

Jeremy Rifkin

# 3

**A way to understand  
education in values:  
based on the experience,  
and building habits.**



# Basic requirements

An educational practice is Service-Learning when it meets  
**4 basic requirements:**

Reflection

Participation

Learning

Service

# Some S-L experiences



# París-365 Community Kitchen



## The service

Students of Agricultural engineering produce vegetables for meeting the needs of a community kitchen, and they provide bags with food to people in need.



## The learning

Technical knowledge of the subject “Horticultural farming,” development of abilities for programming farming, knowledge of the surroundings, collaborative work, communication abilities

# Lights and... Action!

## The service

Students of Mining engineering support students from an Initial Profesional Qualification Program who provide advice on electrical supply in old apartment buildings for improving their energy efficiency and preventing electrical risks.



## The learning

Applying knowledge and abilities on electrical supply, communication skills with clients, planning, organization and collaborative work skills, responsibility.



# Fiare Project

## The service

Students from various schools become familiarize with Ethical Banking and organize campaigns and actions for its dissemination among youth sectors that do not know it.

## The learning

Knowledge about banking entities and social entities, and their values, critical thinking towards the traditional banking system, group work, a world view from an ethical and social perspective.



# From a weapons factory to a factory for Culture



## The service

Students and associations from a village recover an old weapons factory and make it into a cultural center that is ran by an association.



## The learning

Knowledge about analysis of needs and entities in the territory, collaborative skills, knowledge of research methodology, etc.

# Water for human consumption



## The service

Chemical Engineering students design a system for reducing lead and sulfate concentrations in drinking water of a municipality and advise the council.



## The learning

Introduction to research, communication skills, technical-economical balance, management difficulties.

# Connect

## The service

Students teach computing to adults, who are away from the technological world, helping them to overcome the "digital divide"



## The learning

Computer skills; discovery of the "digital divide"; communication and relationship skills with the elderly; teaching strategies ...



# Training for employment



## The service

Student teachers support, as mediators, young people with intellectual disabilities participating in a job placement program who contribute to recycling and destruction of paper.

## The learning

Labor skills in the administrative sector, independent living skills, knowledge of the environment, citizen participation, social and communication skills.



# Adams Project

## The service

Medical and Nursing students act as clowns in oncological units to compensate the impact that it has on children with cancer during their hospital stay.

## The learning

Direct contact with patients, family and professionals who take care for them, understanding about living conditions in hospitals, empathy, communication skills, recreational resources, responsibility and professional skills.



# Right to rights



## The service

Students and professors of Law give legal services to individuals and disadvantaged groups, collaborating with public, social and professional organizations.



## The learning

Knowledge of various subjects: penitentiary law, international, social law, children, gender, immigration, human rights and communication skills through the media.



# Theoretical and practical foundations





**Different paths lead to S-L**

# There are projects...

- Big



and small



- S-L



, S-l



s-L



, s-l



- More



or less

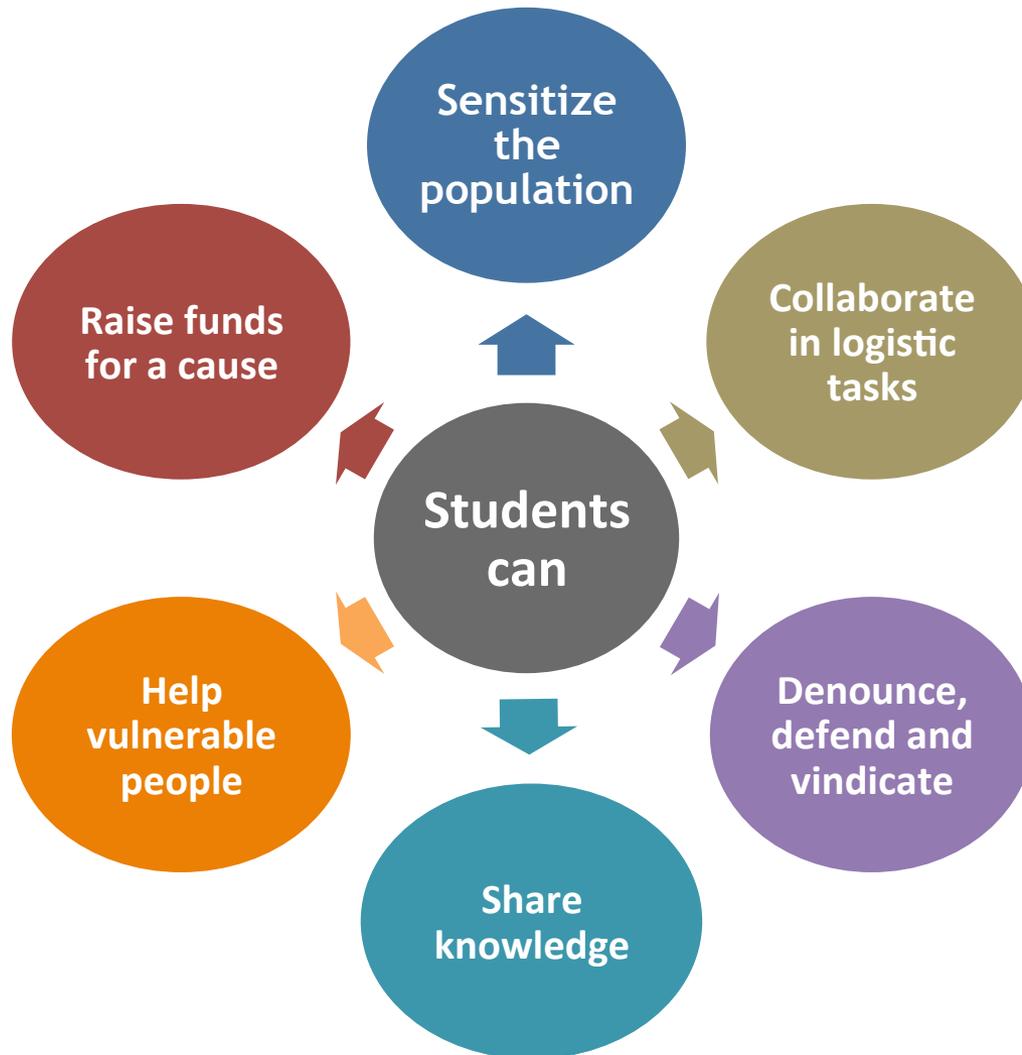


integrated in the curriculum

## Quality standards in S-L

1. Direct contact
2. Service and learning objectives connected to the curriculum
3. Meaningful service. Minimum of 20 hours of service
4. Reflection
5. The voice of participants
6. Evaluating the progress
7. Grading
8. Sustainability
9. Reciprocity
10. Solid partnerships

# Possible service actions



# A typology of services

- Environment
- Health promotion
- Citizen participation
- Cultural heritage
- Generational exchange
- Close help to others
- Educational support
- Solidarity and cooperation

# THE TWO PRINCIPLES OF THE PIONEER JOHN DEWEY

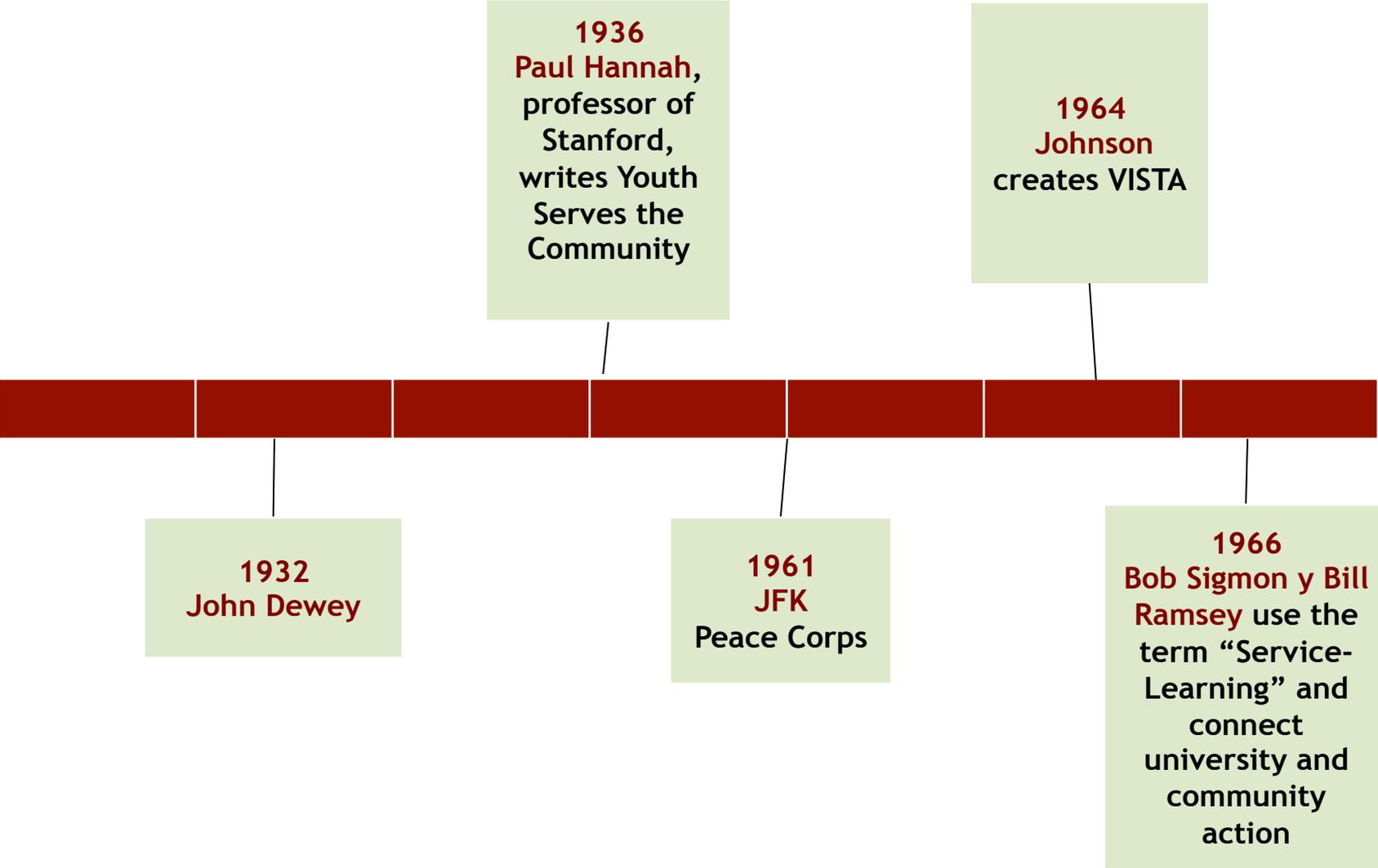


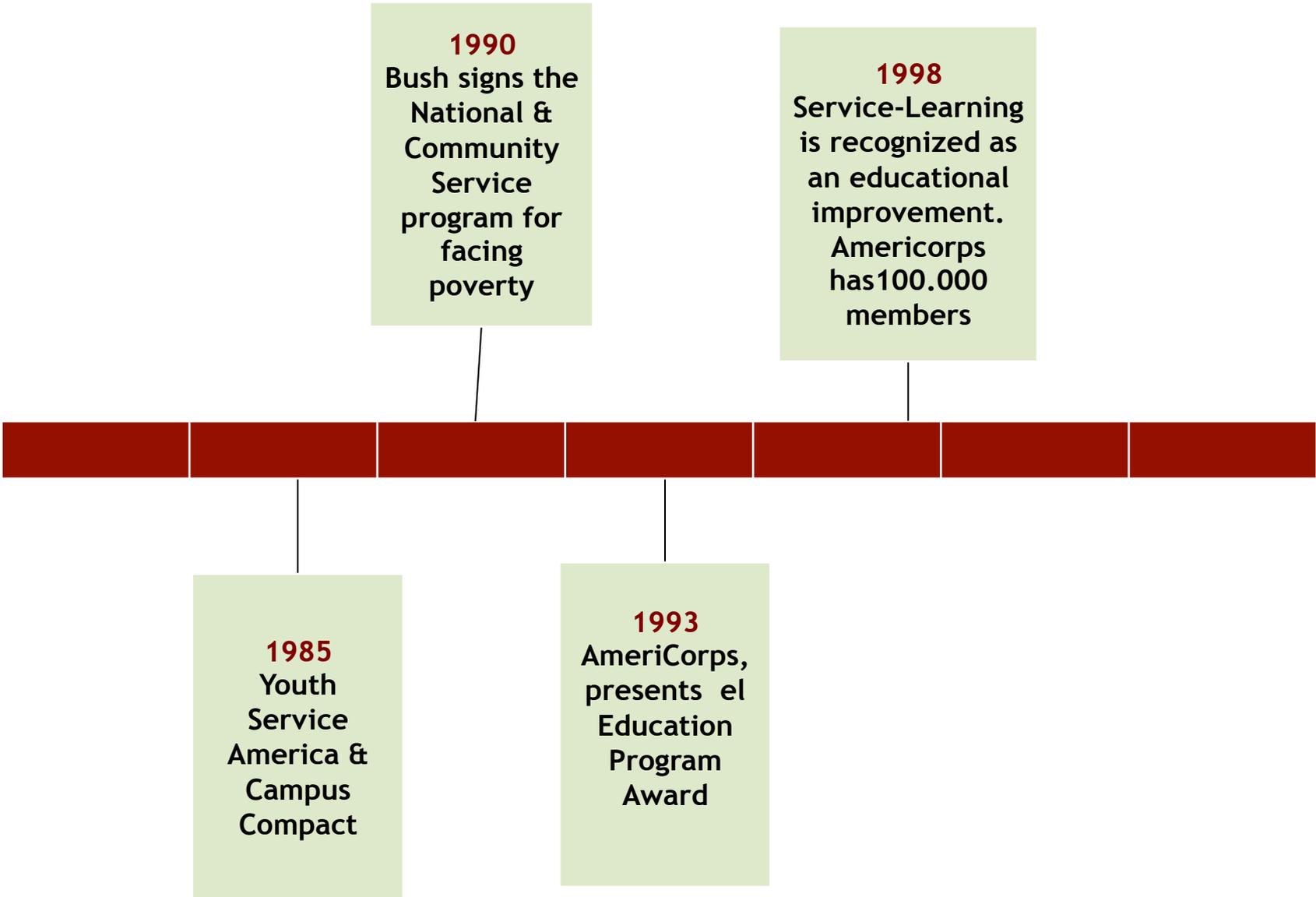
## The "activity associated with social projection"

"Education must come from the actual experience of the protagonists, an experience carried out cooperatively with peers and adults, and such activity should not close on itself, but benefit the community".

## Education as a response to social problems, "laboratory of democracy".

"Children develop the knowledge, skills and dispositions necessary for democracy not only reading about it in books, but interacting democratically in their learning activities"





**1985**  
Youth Service America & Campus Compact

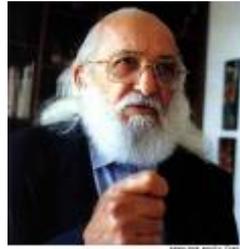
**1990**  
Bush signs the National & Community Service program for facing poverty

**1993**  
AmeriCorps, presents the Education Program Award

**1998**  
Service-Learning is recognized as an educational improvement. AmeriCorps has 100,000 members

# Theoretical foundations of S-L

Active pedagogy  
Collaborative education  
Transformative pedagogy  
Constructivism  
Educational inclusion  
Solidary schools  
Learning Communities  
Action-Research  
...



Paulo Freire

Critical  
pedagogy  
Reflection+action

John Dewey

*"Learning by  
doing"*



**Service-  
Learning**



# 2 S-L models

## Tradicional S-L

- Charity
- The care
- Increasing knowledge

## Critical S-L

- Social change
- Examines the causes of the situations
- Questions the distribution of power
- Develops relationships with the community partners

# Impact in the students

International research on S-L has revealed positive impact in 6 developmental areas:



Andrew Furco  
University of California-Berkeley, 2003

# The most enhanced aspect: The personal y social development



# BENEFITS OF S-L

- Promotes personal and social development
- Increases students' commitment
- Improves academic results
- Promotes career exploration
- Related to positive classroom environments
- Help develop strong links between the community and schools
- Creates community support for the school
- Contributes to develop the life purpose

# Evidence from research

- The more challenging and meaningful is the solidary service, the more significant will be the learning, and the more relevant will be the research.

- Greater ownership of the project by the students mean greater educational impact.

- The duration and intensity of the experience significantly affects its educational impact.

(Furco, 2004; Billig, 2006; Tapia, 2010).



# What is learning?



Bouguerau  
*La lección difícil*

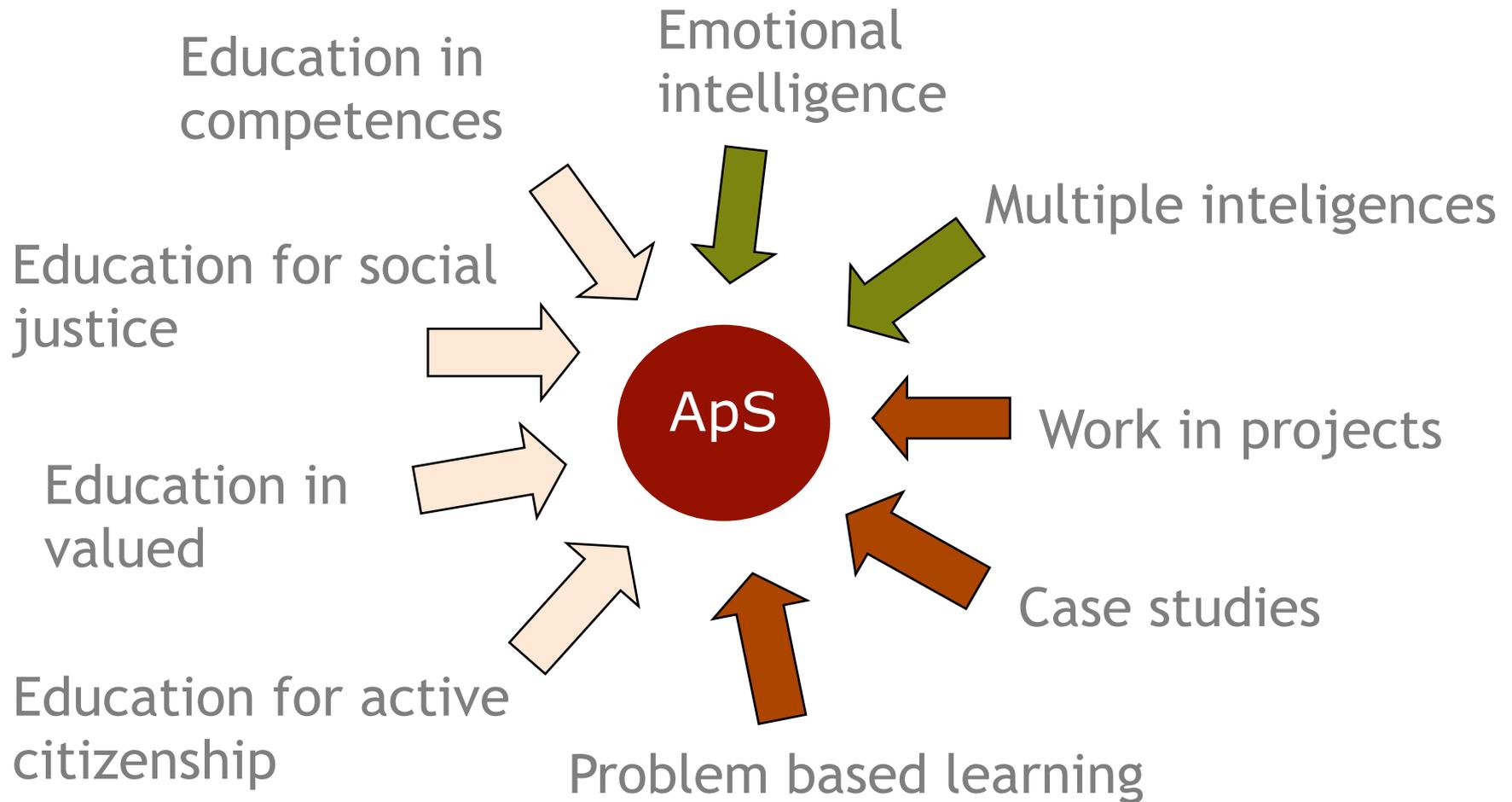
# Metaphors of learning and teaching

<b>Learning</b>	<b>Teaching</b>
<i>Acquisition and reproduction of knowledge</i>	Transmitting information
<i>Construction of meanings</i>	Guiding the cognitive processing
<i>Transfer of knowledge</i>	Making the classroom a space for dialogue and decision making for solving problems

# TEACHING-LEARNING TECHNIQUES

- Lecture
- Seminar
- Tutoring between students
- Problem resolution
- Conceptual maps
- Brain storming
- Discussion group
- Colloquium
- Screening motivations and previous knowledge
- Simultaneous dialogues
- Role play
- Demonstrations
- Laboratories
- Field visit
- Cooperative groups
- Portfolio
- Team teaching
- Projects
- Research project
- Case studies
- Problem based learning (PBL)
- Community action...
- SERVICE-LEARNING

# Theoretical and methodological roots that enhance their effectiveness



# Aim: Knowledge transfer

- Use knowledge in a different context from which it was learned
- It is necessary to integrate new knowledge transforming the previous
- Establish interactions with other learners. The debate, dialogue and shared reflection facilitate the resolution of situations that require deep learning.
- De-contextualize previous learning in order to be able to apply it to new and different situations.
- New situations help raise awareness of misconceptions
- metacognition

# Transversal or generic competencies (European Space of Higher Education)

<b>INSTRUMENTAL</b>	<b>SYSTEMIC</b>
Capacity of analysis and synthesis	Autonomous learning
Capacity of organization and planification	Adaptation to new situations
Oral and written communication in the native language	Creativity
Knowledge of a foreign language	Leadership
Knowledge of digital tools related to the field of study	Knowledge of other cultures and costumes
Capacity of management of information	Initiative and entrepreneurship
Problem resolution	Motivation for quality
Decision making	Sensitiveness towards the environment
<b>PERSONAL</b>	<b>OTHER</b>
Team work	Critical and self-critical capacity
Interdisciplinary team work	Capacity for communicating with experts from other fields
Working in an international context	
Interpersonal relations abilities	
Acknowledgement of diversity and multiculturality	
Critical reasoning	



**What is the final aim of  
Education?**



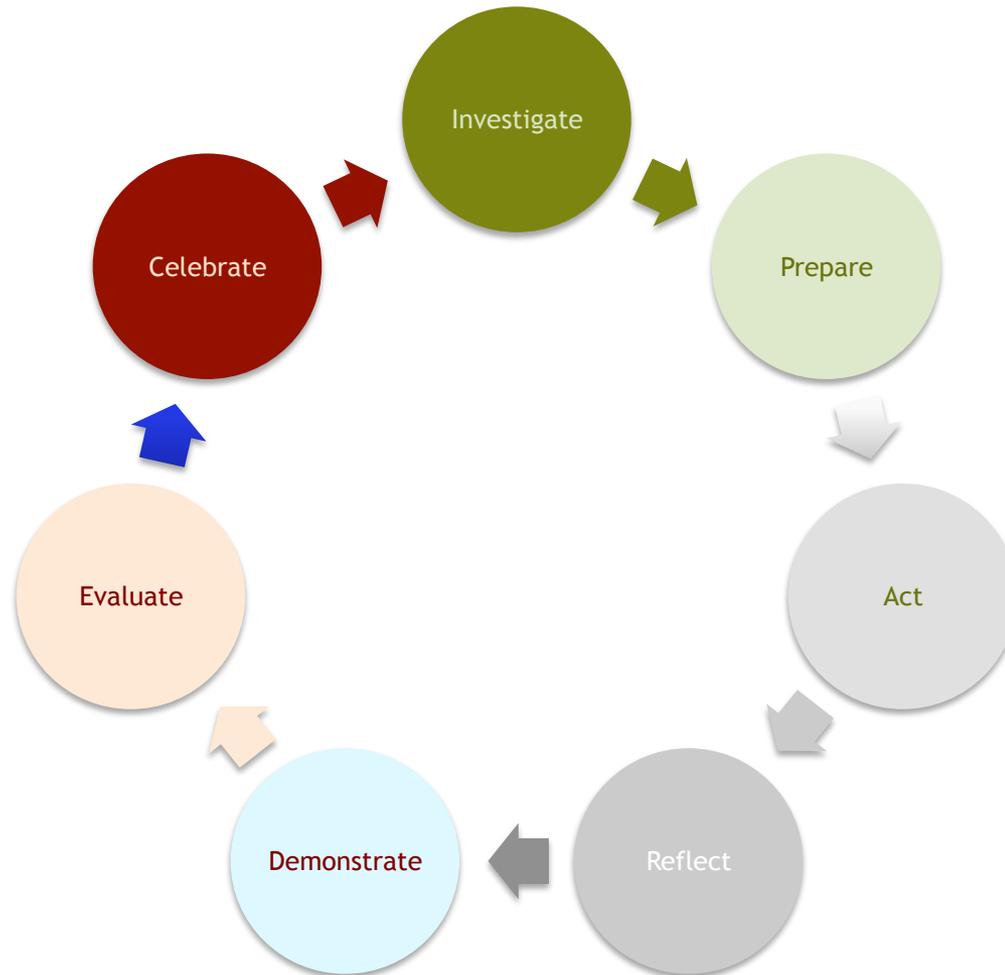
The final aim of **education** is none other than the **sake of humanity**

# 2.

## How to design a service-learning course

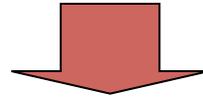


# Actions to be developed in a project ApS

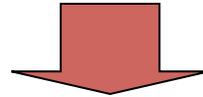


# Basic stages

**Preparing the project**



**Executing the project**



**Evaluating the project**

# Basic stages

Preparation	<b>1</b>	Sketch of the idea
	<b>2</b>	Relationship with social entities
	<b>3</b>	Planning of the project
Execution	<b>4</b>	Preparation with the group
	<b>5</b>	Carrying out with the group
	<b>6</b>	Closing with the group
Evaluation	<b>7</b>	Evaluation

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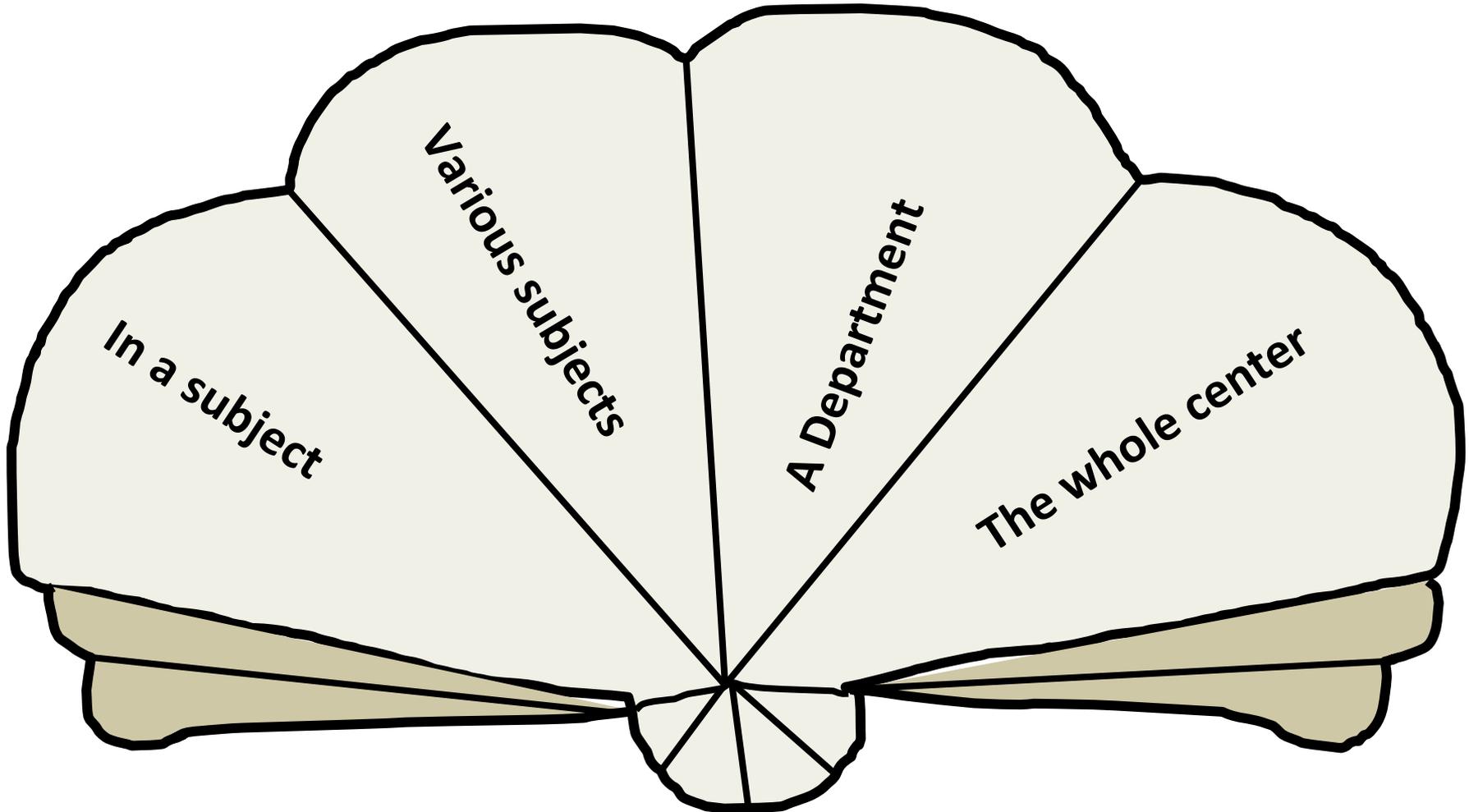
# 1. Sketch of the idea

## Phases:

1. Define where to start.
2. Detecte social needs of the environment and determine which ones could be attended by the students.
3. Determine the specific service that they could do.
4. Define the learning facilitated by the service.
5. Analyze how is the group and each participant



# ¿Where is located...?



**For deciding where to begin...**



**5 basic strategies**

**Estrategy 1:**

**Start from an experience that you have and is close to S-L**

**Estrategy 2:**

**Copy a good S-L project that works**

**Estrategy 3:**

**Join a good project that works**

**Estrategy 4:**

**Identify social organizations that you know**

**Estrategy 5:  
Start from mapping the environment**

# At the end of this phase we should have:

A scheme ("a slide") that responds to three questions:

- A. Which **social need** would be faced?
- B. Which **service** would the students do?
- C. What would be **learned** through this service?

**Producción audiovisual para ONG**

**La necesidad:** Difundir las causas de las ONG en su entorno



**La acción de servicio**  
Estudiantes de Comunicación Audiovisual elaboran videos para difundir las ONG locales que difícilmente podrían procurarse este soporte.

**Los aprendizajes**  
Etapas de la producción audiovisual; cámara; grabación; producción; edición; iluminación; sonido.  
Conocimiento de las ONG, trabajo en equipo.

<b>Preparation</b>	<b>1</b>	<b>Sketch of the idea</b>
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# 2. Relationship with social organizations

## Phases:

5. Identifying partners

6. Pose the demand and reach an agreement



**At the end of this phase we should have:**

**A simple agreement written by the educational center and the social entity expressing the commitments made by each for the development of the S-L project.**

<b>Preparation</b>	<b>1</b>	<b>Sketch of the idea</b>
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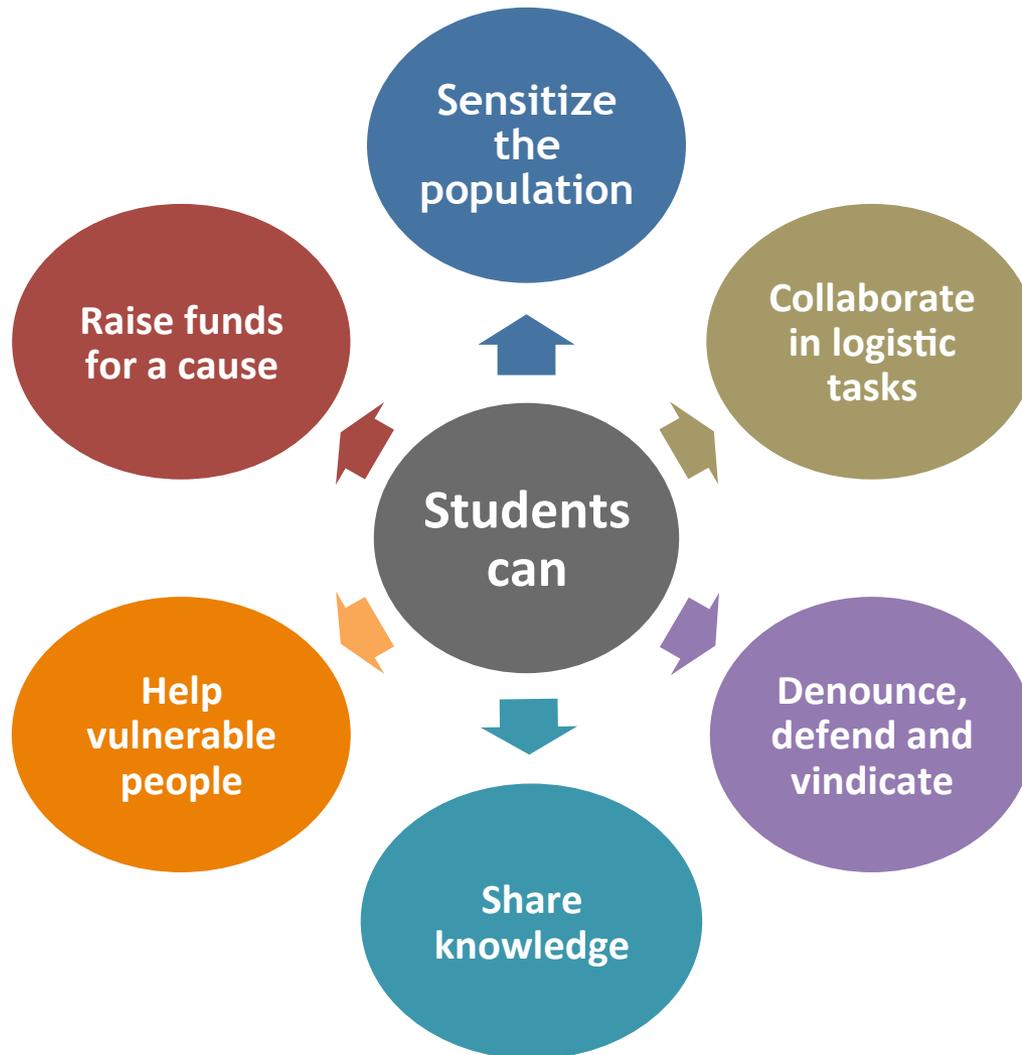
# 3. Planning of the project

## Phases:

7. Define in detail the service to be performed by students.
8. Define in detail the pedagogical aspects.
9. Define the management and organization of the entire project.



# Possible service actions



## **Define in detail the service to be performed by students**

**Who is responsible for the project in the social entity?**

**What program or area of the entity is related to the project?**

**What tasks are related to the service?**

**What requirements are needed to perform the tasks?**

**How does the educational center collaborate during the service?**

**What are the functions of the person responsible for the project in the social entity?**

**How do we evaluate the service performed?**

...

## **Define in detail the pedagogical aspects**

**To what subject is the project related?**

**What content, competences and values could be developed?**

**Does it require any previous training?**

**What training is needed for the service?**

**How is the social entity related to the pedagogical aspects?**

**How do we evaluate learning?**

**...**

## **Define the management and organization of the entire project**

**What is the calendar and schedule?**

**What permits and insurance are needed?**

**How to inform and involve the whole school?**

**What human resources do we need?**

**How are the entity and the educational center going to relate?**

**What materials and infrastructure is need?**

**How are we to record the experience?**

**What are we going to disseminate?**

**What budget and with what funds?**

# Thinking about a budget...

## Expenses...

**Desplazamientos**

**Materiales de las actividades**

**Alquileres**

**Difusión y registro del proyecto**

**Personal**

**Celebraciones**

**Otros conceptos...**

## Income...

**Cuotas de los estudiantes**

**Aportación de la entidad social**

**Aportación del centro educativo**

**Administraciones públicas**

**Empresas privadas**

**Convocatorias y premios**

**Otros conceptos...**

# By the end of the stage we should have:

A brief, descriptive and simple document about the project that will help us to present it to others.



PROJECTE DE SERVEI DE PROMOCIÓ DE LA SALUT VISUAL A LES ESCOLES [fransoy@oo.upc.edu](mailto:fransoy@oo.upc.edu)

Optometristes en Acció

CAN JOFRESA, Terrassa  
15 maig 2012

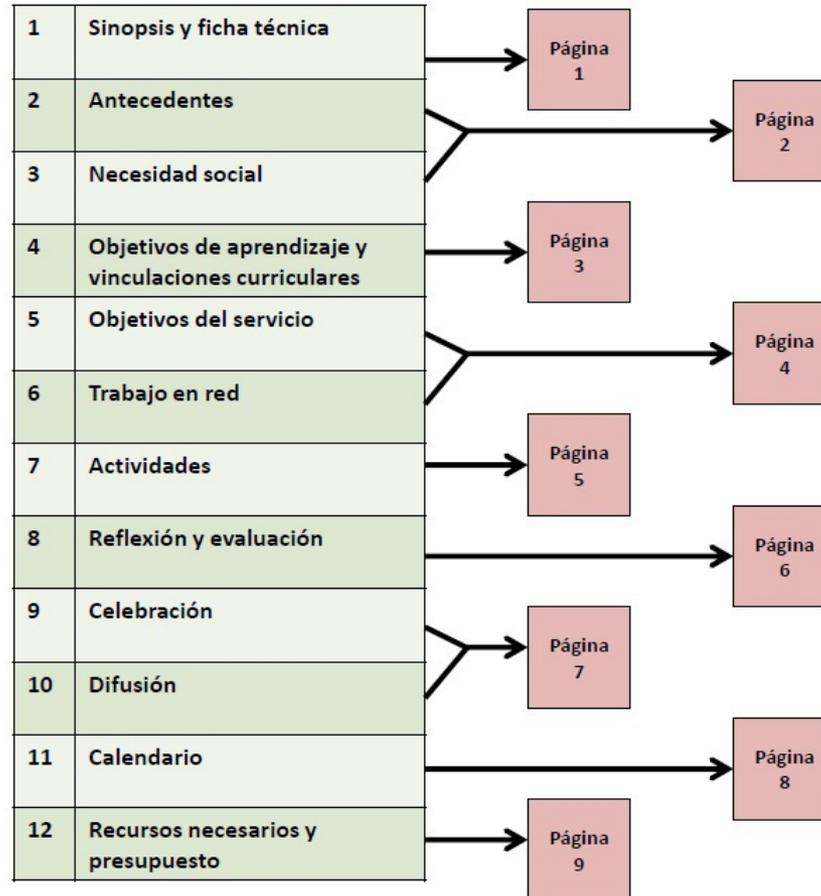
Marta Fransoy Bel, optometrista col 4965 Montse Augé Serra, optometrista col 3714

Professores Titulars de la Universitat Politècnica de Catalunya.

# Esquema del documento

En 12 temas y 10 páginas

Portada



<b>Preparation</b>	<b>1</b>	<b>Sketch of the idea</b>
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# 4. Preparation with the group

## Phases:

10. Motivate the group.
11. Analyze the social need and define the service.
12. Organize the work.
13. Reflect on the learning of the planning.



**By the end of the stage we should have:**

- 1. The **final name** of the project.**
- 2. Some **element of planning**  
developed by students.**

<b>Preparation</b>	<b>1</b>	<b>Sketch of the idea</b>
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# 5. Implementing the project with the group

## Phases:

- 14. Carrying on the service.
- 15. Register, communicate and disseminate the project.
- 17. Reflecting on the lessons learned from the implementation.



**By the end of the stage we should have:**

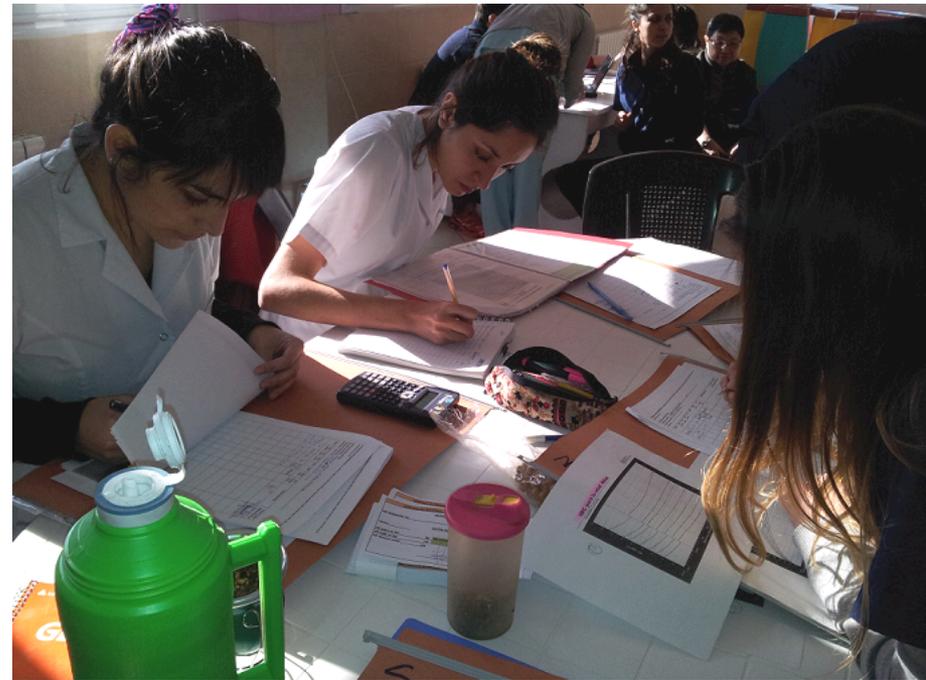
**Graphic or audiovisual material** enough  
to be able to record what we are doing.

<b>Preparation</b>	<b>1</b>	<b>Sketch of the idea</b>
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# 6. Closing with the group

## Phases:

18. Reflect and evaluate the results of the service.
19. Reflect and evaluate the learning achieved.
20. Projecting future prospects.
21. Celebrate with all the experience.



**By the end of the stage we should have:**

**Some **element of assessment** made by the students (video, poster, dossier, collection of interviews, report published in a local magazine ...).**

<b>Preparation</b>	<b>1</b>	<b>Sketch of the idea</b>
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# 7. Evaluation

## Evaluation with the group

### Phases:

22. Evaluate the results of the service.
23. Reflect on the whole learning process
24. Project future actions
25. Celebrate the finished project (and if possible, present it publicly)



# Evaluation of the educator

## Phases:

22. Evaluate the group and its members.
23. Evaluate networking with entities.
24. Evaluate the experience as a S-L project.
25. Self-evaluation as a coordinator.



## By the end of the stage we should have:

**A simple and practical report** of the experience, so that:

- ✓ It is not easily forgotten
- ✓ Allows us to be accounted for.
- ✓ Inspire other groups and educators to promote new projects.

# *Thanks for your attention*

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