

EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING
WITHIN HIGHER EDUCATION IN EUROPE



Report
Identifying best practices
2016



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AUSTRIA SELECTION OF BEST S-L PRACTICES

In Austria, there were no replies to the inquiries we sent out. Due to our knowledge of the practice in Austrian Universities we selected two courses: one very well known and long established at the University of Economics Vienna and one of the University of Applied Science Krems that was established three years ago.

The courses are conducted in German; the descriptions have been translated for this report.

SELECTED SERVICE–LEARNING EXPERIENCES

S-L EXPERIENCE 1

Organisation: **University of Economics Vienna Austria**

Contact person: **Christian Rammel**

Course title: **Sustainability Challenge**

Academic year: **every year**

Academic credits assigned: **4 to 6**

Number of participants (students): **50 yearly**

Number of hours of direct service: **20 to 40 hours**

General description of the service-learning experience:

The Sustainability Challenge is an interdisciplinary lecture series offered by all four of Vienna's major universities. The course is intended to introduce today's students, i.e. tomorrow's decision makers, to the concept of sustainable development.

Community partners:

The program is offered at the University of Vienna, the Vienna University of Technology, WU Vienna University of Economics and Business, and the University of Natural Resources and Life Sciences, Vienna. It is under the patronage of the Austrian Commission for UNESCO and is funded in part by the Federal Ministry of Science, Research and Economy (BMWFV). The program is available to 80 Viennese students each year and is based on the four topics climate change, ecological business, sustainable construction and energy, and socioecological policy.

Description of the service component:

As an interface between science, business, and politics, the Sustainability Challenge aims to facilitate cooperation between different sectors to help ensure a just, viable, and livable world for future generations. The Sustainability Challenge approach was based on the fact that sustainable development is only feasible through interdisciplinary cooperation, and helps meet the international demand for interdisciplinary solutions in this field.

Learning goals:

The Sustainability Challenge supplements traditional teaching methods with interdisciplinary group work assignments and service learning, a teaching method that combines classroom instruction with meaningful local community service.

Course assignments for the service-learning experience:

Students should be provided with basic knowledge of the possible consequences of their actions in both private and professional contexts. The teaching and learning methods applied are based on sustainability education methodology, imparting system skills, trans-disciplinary skills, deconstruction and discourse skills and focusing on networks, cycles, and discourse.

S-L EXPERIENCE 2

Organisation: **University of Applied Sciences Krems Austria**

Contact person: **Roman Mesicek**

Course title: **Social Entrepreneurship and Change Management**

Academic year: **every year**

Academic credits assigned: **4 to 8**

Number of participants (students): **25 yearly**

Number of hours of direct service: **18 hours**

General description of the service-learning experience:

The contents of the course are based on what the partnering Social Enterprises need most to create the highest possible impact with their venture.

Community partners:

The community partner of this activity is the Impact Hub Vienna, a network for social businesses that provides a variety of services and trainings for these. One of these courses is called Re:Wien and funded by the second community partner in this project, the City of Vienna. Together the social startups are identified and after that connected with the students.

Description of the service component:

The aim of the course is, that students interact directly with these social enterprises, identify their needs and provide support over a timeframe of two months. The content of this support is quite different with regard to each startup. Nevertheless the students are encouraged to apply knowledge they have gathered at the University.

Learning goals:

One goal is that the students get to know the challenges of a social entrepreneur (and through that a more in depth knowledge on a diverse field of societal challenges). The other goal is the application of their gathered knowledge in this field.

Course assignments for the service-learning experience:

The course is carried out in small groups. The students will receive guidance and support by three coaches and the community partners.



BELGIUM SELECTION OF BEST S-L PRACTICES

The information on Service-Learning experiences in Belgian universities was collected in a form of a datasheet, where each S-L practice within a Service-Learning course was described in a separate datasheet. A total of 6 experiences were collected from the following Belgian Universities:

- Ghent University
- University colleges Leuven-Limburg

Service-learning practices described in datasheets ranged from the academic year 2010-2011 to academic year 2014-2015. The best practices were selected based on 14 Quality Standards developed in the Europe Engage project and only those practices that ranked high on all 14 criteria are described below.

That means that all selected experiences met real world challenges of the community and that they were meaningful and relevant to community partners and students. Issues vital to social, civic, cultural, economic and political societies were explored and community organisations were valued as partners. There was a flow of knowledge, information and benefits in both directions between the University and its community partners in activities. Defined goals were reachable and measureable and discussed with the community partner.

Also, S-L was linked and systematically integrated into the curriculum, teachers were actively involved and S-L had the credit recognition. Civic learning relied to personal and social competencies, while academic theory was viewed in a real-world context. Students have actively collaborated with community partners in the design and planning of the project. Furthermore, S-L facilitated active, regular and ongoing student reflection, which was guided by teaching personnel and community partners and lead to understand diverse perspectives of challenges. There was a mechanism that encouraged students to link their service experience to the academic curriculum and to reflect upon the effects of the service. Support and coaching for students was ensured from academic staff and from community partners. S-L offered adequate time frames for making experiences effective and sustainable and for learning in community settings.

Finally, evaluation and documentation were included as an integral part of the S-L activity; service work was presented to the public and enabled the community to enter into a public dialogue. The service-learning activity was transdisciplinary and sustainable.

SELECTED SERVICE–LEARNING EXPERIENCES

S-L EXPERIENCE 1

Course title:

Community-oriented primary healthcare

Title of the service-learning experience:

Community-oriented primary healthcare

General description of the service-learning experience:

Each year the Department of Family Medicine and Primary Health Care, organizes a COPC week (Community Oriented Primary Care) for an interdisciplinary group of students (medicine, nursing, health promotion, social pedagogics, sociology,...). Starting with a visit to a family living in poverty, the students make a community diagnosis of health and social problems in a disadvantaged community in Ghent. Based on this community-diagnosis, students create a realistic intervention proposal. Local community health centres and other community actors in this community can use these results for later interventions.

Number of participants (students):

/

The service-learning experience was:

Mandatory

Academic year:

2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015

Length of the service-learning experience:

A one semester program, with 5 days of community experience in a deprived area of Ghent

Number of hours of direct service:

Four days

Academic credits assigned:

4 ECTS

Community partners:

Local community workers functioning in Community Health Centres, health care- and welfare organizations in Ghent. A staff-member of each of the participating health centres is involved in the preparation of the experience. They discuss the outline, with the staff of the Department. They select participating patients and families that will be visited by the students and the involved care providers. They contribute to the

assessment of the students: at the end of the week, the students present their findings to an audience of peer students and representatives of community agencies. Finally, they are involved in the critical evaluation of the programme in the framework of a PDCA-cycle.

Description of the service component:

Each year the Department of Family Medicine and Primary Health Care, organizes a COPC week (Community Oriented Primary Care) for an interdisciplinary group of students. The students make a community diagnosis of health and social problems in a disadvantaged community in Ghent. Based on this community-diagnosis, students create a realistic intervention proposal. Local community health centres and other community actors in this community can use these results for later interventions. The community in the COPC-week is defined as a local neighbourhood in Ghent characterized by a high concentration of social problems, unhealthy housing, important ethnic diversity, risk for delinquency, drug abuse, nuisance, high density of population, ... The poverty rate in this neighbourhood is higher than in other areas or communities in Ghent. Students acquire information through direct interaction with socially vulnerable families and data from community workers, local agencies, surveys of health needs, delinquency data, social data, ... The students then look for solutions, which must result in a realistic intervention proposal. Based on feedback from local community workers, students work out a presentation and poster, which they present to other students, teachers, community workers and policy makers. Data can be used by local health centres and other local actors.

Learning goals:

(1) To get knowledge and insight into various problems in terms of health, living conditions, finance, ..., (2) To get knowledge and understanding of social health inequities and its determinants., (3) To get insight in the meaning of health and disease and their practical consequences in primary health care., (4) To get insight in the basic concepts and structure of primary health care in Belgium., (5) To get insight in the connection between disease and health and living conditions., (6) To get insight in the impact of community and context on individual health., (7) To learn to make an interprofessional community diagnosis., (8) To learn to work with different cultures working in disadvantaged communities., (9) To understand the mechanisms of inequities in health., (10) To learn about the social accountability and the social role within the own discipline and in relation to other disciplines in different contexts.

Course assignments for the service-learning experience:

1. A reflective report (flipchart) on the interview with a family living in poverty and the care providers involved. 2. An analysis of available data in order to formulate a “community diagnosis”³. A prioritized list of possible interventions in order to address the ‘upstream causes’ of ill health in the community, responding to the “community diagnosis”⁴. A poster that can be used by the community when putting the intervention into practice⁵. A

power point presentation on the proposed intervention⁶. A letter to a provider or a service that could contribute to the improvement of the living condition of the family, the students visited ⁷. A reflection on the contribution of the experience to the personal professional development of the students.

Grading policy:

Grading happens: -formative: qualitative feed-back by the local community workers during the process, peer discussion about the reflection-summative: assessment of the power point presentation and discussion with the audience (by local community workers and departmental staff), assessment of the letter (6)

Links (web, blog, videos...)

A video in Dutch, with English translation is available via <https://youtu.be/IIXX4EOIYnE>

S-L EXPERIENCE 2

Course title:

Seminar: contemporary problems in political sociology

Title of the service-learning experience:

Seminar: contemporary problems in political sociology

General description of the service-learning experience:

During lectures, students acquire a theoretical framework of political sociology and citizenship and get insight in the reflection component. Based on these theoretical knowledge, students work on concrete political and sociological challenges and issues in a social or non-governmental organization. During this experience, students get in touch with social workers, social vulnerable groups and their environment. The purpose of this seminar is that students are actively involved in the political-sociological problems of citizenship and participation and are challenged to use sociological imagination in real contexts. During the seminar, students reflect on the concepts of citizenship and participation, based on real cases. Critical thinking and problem-solving skills is stimulated, as well as the development of personal, professional and social skills.

Number of participants (students):

6

The service-learning experience was:

Optional

Academic year:

Length of the service-learning experience:

10 weeks

Number of hours of direct service:

25 hours

Academic credits assigned:

5

Community partners:

Social organizations, Non-governmental organizations

Description of the service component:

During the civic engagements, students work in a social- or non-governmental organization. Tasks are established by the organization, based on experienced needs. During the practical experience, students get in touch with social workers, social vulnerable people and their environment.

Learning goals:

Academic competencies: (a) Learning to formulate and reason scientific political-sociological questions. (b) Knowledge of the main sociological paradigms of a subdomain of political sociology and apply them to real experiences in the organizations. (c) Being able to use the political-sociological perspective on society. 2. Civic competencies: (a) Civic knowledge: developing insight in a specific social issue, knowledge of processes of inequality and exclusion within citizenship, understanding of the relationship between community, the specific organization and the wider society, understanding of democratic processes based on theory, policy and practice. (b) Civic skills: developing communication- and analytical skills and critical thinking. (c) Civic attitudes: developing insight in how civic engagement and active citizenship can contribute to the overall quality of life in the community and to gain insight in specific social issues, in collaboration with the partner.

Course assignments for the service-learning experience:

Participation, Portfolio, Presentation, Essay

Grading policy:

(a) Performance assessment: analytical and problem solving skills, professional attitudes, discussion and / or knowledge of procedures that are relevant for professional behavior. (b) Participation: active participation in the organization and critical reflection. (c) Portfolio: a collection of papers in which the individual learning of the student is demonstrated. This includes: a summary report of each participation in the organization, an interim and final evaluation of their own actions, a reflective essay about citizenship based on theoretical frameworks and a final report (citizenship education and the place of the sociologist in the field).

Links (web, blog, videos...)

S-L EXPERIENCE 3

Course title:

Coaching and guidance

Title of the service-learning experience:

Tutoring

General description of the service-learning experience:

During the course Coaching and guidance, students Master Educational Sciences coach disadvantaged students of primary education in their learning process. The aim is to increase social chances of the target group, by optimizing the opportunities to succeed in education. In addition, teachers and parents are also supported in their role as a coach in the learning process of the target group and specifically in supporting self-regulated learning.

Number of participants (students):

68

The service-learning experience was:

Mandatory

Academic year:

2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015

Length of the service-learning experience:

10 sessions during 10 weeks

Number of hours of direct service:

17 hours (10 sessions of each 100 minutes)

Academic credits assigned:

7

Community partners:

The community where students are actively engaged, is defined as disadvantaged native and/or minority students in primary education, that have a need on coaching and guidance. To reach that community, we built partnerships with 6 primary schools in Ghent, with a high concentration of disadvantaged native and/or minority students.

Description of the service component:

Students Master Educational Sciences coach disadvantaged students from the 5th or 6th grade in primary school in self-regulated learning. In total, students provide 10 tutor sessions in the primary schools. To support the students in their role as a coach, students acquire theoretical knowledge during workshops, supervision sessions and individual feedback sessions. Theory and practice are linked during these theoretical sessions.

Learning goals:

•Learn to apply different forms of guidance (f.e. coaching, tutoring, mentoring, peer-review sessions, supervision, ...) and utilize them within real educational context., • To get knowledge of the implementation and processes of coaching and guidance in

different educational contexts and learn to apply them in these contexts., • To get knowledge of the importance of subskills in coaching and guidance, such as asking questions, giving feedback, stimulating reflection, ...and be able to apply them in real educational context., • Learn to reflect critically on the guidance activities., • Learn to build a trusting relationship with (disadvantaged) students and to be a role model., • Learn to be aware of and deal with diversity, equality in educational opportunities, disadvantaged native and immigrant children and their parents., • Understand coaching and guidance in a broader social context., • Strengthening of social and communication competencies.

Course assignments for the service-learning experience:

- Lectures, •Tutoring, •Peer-review sessions, •Individual feedback discussions,
- Consultations with teacher, • E- portfolio, •Feedback sessions

Grading policy:

- Written examination (50 %), • Evaluation during the field work + evaluation of portfolio (50 %)

Links (web, blog, videos...):

S-L EXPERIENCE 4

Course title:

Bachelor Thesis Work

Title of the service-learning experience:

Community Building through Service Learning

General description of the service-learning experience:

Students who want to participate in an international experience go abroad for this specific programme. It is part of their bachelor thesis work and they get an intensive preparation before they leave and guidance while they are abroad. Basically there are four major parts in their experience abroad: their professional input in the form of traineeship, they prepare a specific project which is carried out in the community abroad, they participate in the community and take part in community-strengthening activities, e.g. Women's Rights Campaigns, and finally, they define a needs analysis with the local partners. Further there are the preparation modules and the final work. Our institution works with partners in the community and the needs analysis will define the students' projects for the next year, so a sustainable approach is realised. These students are also involved in preparing the next batch of students to close a positive circle of development. We work in an interdisciplinary and sometimes transdisciplinary way, sending mixed teams of students from different programmes. We also team up with other local universities which also participate in the programmes. We have been running the programmes in South Africa, Suriname, Tanzania, Ethiopia, Congo, Morocco, Rumania. They are organised as both short and long-stay programmes.

Number of participants (students):

40-60 students every year

The service-learning experience was: Optional

Academic year:

2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015

Length of the service-learning experience:

3-6 months for the long-stay programmes, 14 days for the intensive programmes (Morocco and Tanzania)

Number of hours of direct service:

Usually 10-12 hours a day. Traineeship and their participating in the community and preparation of the realisation of the projects

Academic credits assigned:

Depends on the faculty/programme. The long-stay programme is 45 ECTS (including the Bachelor Thesis)

Community partners:

Local universities or organisations that can help organise the activities; they also help with the assessment. Schools, institutions for social work and child care, training centres, hospitals and dispensaries. The local communities themselves.

Description of the service component:

The students operate in teams (students from various programmes who are cross trained, Flemish students with local students, etc). they bring their professional knowledge and competences to the schools, institutions and hospitals; further they will realise a prepared project, e.g. designing, developing and realising a technology classroom for a primary school, buy all the needed materials locally and train the teachers to use the classroom. They help set up and participate in community strengthening and awareness projects, e.g. AIDS-prevention. And they will work with the local institutions and individuals to look at real needs and how they can serve as a basis for the projects for the next year students. Our philosophy is to study the needs and problems of a community, see how they find solutions for them and then we engage the students to strengthen their solutions. We always respect the local context!

Learning goals:

There is a variety of learning goals. The students participate in the programme and this is tied in with their bachelor thesis work: applied research and setting up a project; there is traineeship and also, and this is important there are the ICOfs - International Competencies that are practiced in the following fields: personal growth and development, intercultural competences, language and linguistic skills, global engagement and citizenship and disciplinary learning.

Course assignments for the service-learning experience:

Traineeship and participating in the development of the community.

Grading policy:

Depends on the programme; for the stay abroad there is also the assessment procedure where the local counselors will fill in forms for grading

Links (web, blog, videos...):

S-L EXPERIENCE 5

Course title:

Orthopedagogical coaching and consultation

Title of the service-learning experience:

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General description of the service-learning experience:

During the course ‘Orthopedagogical coaching and consultation’, students coach young people or adults in a socially difficult situation (eg newcomers, refugees, persons with disabilities ...) in collaboration with professional partners in the orthopedagogical field. For example, a student coaches a young woman with a physical disability in using public transport and supports her in searching suitable social and sports activities.

Number of participants (students):

130

The service-learning experience was:

Mandatory

Academic year:

/

Length of the service-learning experience:

Throughout the academic year (October-May)

Number of hours of direct service:

Between 40 and 60 contact hours per academic year

Academic credits assigned:

Master of Science course

Community partners:

The students engage in a meaningful coaching process, that is based on concrete coaching questions from partners in the orthopedagogical field or organizations that have connections with the field. Examples of partners are Intercultural Network Ghent, Welcome Classes for Newcomers, Disability service providers, Schools, Child care, ...

Description of the service component:

During the course ‘Orthopedagogical coaching and consultation’, students coach young people / adults in a difficult situation (eg newcomers, refugees, persons with disabilities, adults with intellectual disabilities, multiple disabilities, visual impairment, hearing impairment, ...) in collaboration with partners in the orthopedagogical field. For example, a student coaches a young woman with a physical limitation in using public transport and supports her in social and sports activities. The service of the student doesn’t only improve the physical, psychological or social well-being of the target group, but can also serve as important academic expertise from students into the orthopedagogical field.

Learning goals:

(1) Learn to act ethical and pedagogical., (2) Learn to act systematical in order to improve pedagogical processes., (3) Learn to deal with different theoretical models and research approaches that are relevant for pedagogical sciences., (4) Learn to create concrete coaching situations, based on different theoretical models and research approaches., (5) Learn to participate in important orthopedagogical (civic) discussions, concerning the formation of coaching situations., (6) Learn to contribute to society from a pedagogical point of view., (7) Learn to reflect on the own coaching skills, own professional growth process, own learning insights ..., (8) Learn to get insight in the professional growth as a coach.

Course assignments for the service-learning experience:

The students keep a self-reflection portfolio during the coaching trajectory, in which they reflect on: (A) the performance as a coach in the coaching assignment , (B) the specific coaching methodology, (C) the learning process.

Grading policy:

The service learning experience and related course assignments contribute to 60% of the total grade.

Links (web, blog, videos...):

<http://studiegids.ugent.be/2014/EN/studiefiches/H001886.pdf>

S-L EXPERIENCE 6

Course title:

Coaching and diversity

Title of the service-learning experience:

Mentoring

General description of the service-learning experience:

During the course ‘Coaching and diversity’ students attain theoretical knowledge on diversity issues and coaching techniques. Students practice their knowledge and skills by

engaging themselves being a mentor of a first year student (from a minority or disadvantaged group). At last, students learn to critically reflect on their experiences, learning processes and civic engagement. Students from disadvantaged groups are underrepresented in higher education. There are lower inflow rates and higher dropout rates of minority students. By giving them extra support through mentoring, we want to reduce the risk of drop-out. On the other hand, we want to strengthen diversity and coaching competencies of mentor-students.

Number of participants (students):

65

The service-learning experience was:

Optional

Academic year:

2013-2014, 2014-2015

Length of the service-learning experience:

1 academic year

Number of hours of direct service:

43

Academic credits assigned:

3

Community partners:

Mentoring focusses on the student community at Ghent University . The target group is defined as students that have a need on support or guidance. Priority is given to disadvantaged students (f.e. disabled students, minority students, students with an atypical preparatory education, ...).

Description of the service component:

Students become mentor of a first year student that need support and guidance. Mentor students guide the first year students (mentees), support them in their study process and offer them social support. Mentor students acquire theoretical knowledge about coaching and guidance in four seminars. The mentor reflects on the coaching experience in a portfolio and during organized peer-reviews.

Learning goals:

(1)Acquire theoretical insights in diversity, Acquire insight in various forms of helpers- and coaching relationships, (2) Learn to deal with diversity and with the own frame of reference, (3) Learn to build a trusting relationship with (disadvantaged) students and hereby act as role models, (4) Acquire a better understanding of the educational situation of social vulnerable students., (5) Strengthening social and communication competences., (6) Gain a better understanding of the own role and contribution as a

mentor in a broader social context., Learn to think critically about the own role in a complex society.

Course assignments for the service-learning experience:

Mentors reflect on the coaching experience in a portfolio and during organized peer-review sessions. The portfolio contains various assignments. The evaluation is based on these assignments incorporated in the portfolio.

Grading policy:

Evaluation is based on the portfolio (100%)

Links (web, blog, videos...):

www.UGent.be/coachingendiversiteit



CROATIA SELECTION OF BEST S-L PRACTICES

The information on Service-Learning experiences in Croatian universities was collected in a form of a datasheet, where each S-L practice within a Service-Learning course was described in a separate datasheet. A total of 25 experiences were collected from the following Croatian Universities:

- Faculty of Education, University of J. J. Strossmayer in Osijek
- Department of Education, Faculty of Humanities and Social Sciences, University of Rijeka
- Faculty of Economics, University of Rijeka
- Department of Psychology, Faculty of Humanities and Social Sciences, University of Zagreb
- Department of Information and Communication Sciences, Faculty of Humanities and Social Sciences, University of Zagreb
- University of Split

Service-learning practices described in datasheets ranged from the academic year 2010-2011 to academic year 2013-2014. The best practices were selected based on 14 Quality Standards developed in the Europe Engage project and only those practices that ranked high on all 14 criteria are described below.

That means that all three selected experiences met real world challenges of the community and that they were meaningful and relevant to community partners and students. Issues vital to social, civic, cultural, economic and political societies were explored and community organisations were valued as partners. There was a flow of knowledge, information and benefits in both directions between the University and its community partners in activities. Defined goals were reachable and measureable and discussed with the community partner.

Also, S-L was linked and systematically integrated into the curriculum, teachers were actively involved and S-L had the credit recognition. Civic learning relied to personal and social competencies, while academic theory was viewed in a real world context. Students have actively collaborated with community partners in the design and planning of the project. Furthermore, S-L facilitated active, regular and ongoing student reflection, which was guided by teaching personnel

and community partners and lead to understand diverse perspectives of challenges. There was a mechanism that encouraged students to link their service experience to the academic curriculum and to reflect upon the effects of the service. Support and coaching for students was ensured from academic staff and from community partners. S-L offered adequate time frames for making experiences effective and sustainable and for learning in community settings.

Finally, evaluation and documentation were included as an integral part of the S-L activity; service work was presented to the public and enabled the community to enter into a public dialogue. The service-learning activity was transdisciplinary and sustainable.

SELECTED SERVICE–LEARNING EXPERIENCES

S-L EXPERIENCE 1

Course title: **Service learning in Information Sciences**

Title of the service-learning experience: **Facebook: The Good, the Bad or the Ugly?**

General description of the service-learning experience:

The project has addressed a specific community need (violence on social networks) through successful collaboration of students and three community partners: the elementary school Julije Klović, Child Protection Center Zagreb and the Brave phone. It was carried out in two 5th grades and one 7th grade during informatics class at the elementary school Julije Klović in Zagreb and warned 5th and 7th graders about possible danger of using social networks, introducing them to various ways of protection. It has also taught them about the positive use of social networks and encouraged them to participate in the design of posters and small projects.

Number of participants (students): **3**

The service-learning experience was: **mandatory**

Academic year: **2012-2013**

Length of the service-learning experience: **1 semester**

Number of hours of direct service: **45**

Academic credits assigned: **6**

Community partners:

elementary school Julije Klović, Child Protection Center Zagreb and the Brave phone (non-governmental, non-profit organization aiming to help and protect abused and neglected children and to implement social services for children, their parents and professionals).

Description of the service component:

Students in this project have revealed an emergent issue in the elementary school curriculum: pupils do not learn about the Internet until they become 7 th graders, but they begin to use the Internet much earlier, without necessary skills, knowledge and the quality supervision. Students approached the issue of cyberbullying among elementary school pupils through a combination of lectures (curriculum units) and workshops about cyberbullying that occurs on social networks. Main purpose of the project was to educate pupils about the harmful side of the social networks, violence, and pedophilia. However, students also showed children the variety of ways social networks can be used appropriately in school and how to protect themselves from bullies and predators on the web. The project brought many long-term contributions to society: it increased public awareness about issues of cyberbullying and about adequate usage of social networks; it promoted the Internet culture and its benefits to pupils, while the school community witnessed a unique approach to one of the important and contemporary issues in the elementary school.

Learning goals:

The main goal was to provide students of Information and Communication Sciences with structured time to implement their project idea, observe the results, present a project in front of an audience, collaborate in a team setting and critically reflect on their experience. The experience aimed at linking the goals of Information Science studies with specific community information needs. More specifically, learning goals were: developing project management skills, communication skills, presentation skills, teamwork skills, evaluation skills and critical thinking skills. For some students, this experience represented a first face-to-face encounter with pupils and the opportunity to teach in front of real pupils instead of their peers.

Course assignments for the service-learning experience:

Individual assignment: weekly journal of the service learning experience

Group assignments: project application, class presentation of the project application, final project report, final class presentation of the SL project, critical project e-portfolio on Moodle, presentation e-portfolio on Google site, Prezi presentation

Grading policy:

60% of the final grade is based on the individual journal of the service learning experience and 40% of final grade is based on the group project assignments (5% project application, 5% class presentation of the project application, 10% final project report , 5% final class presentation of the SL project, 5% critical project e-portfolio on Moodle, 5% presentation e-portfolio on Google site , 5% Prezi presentation).

Links (web, blog, videos...)

Prezi presentation: http://prezi.com/qzpf01yxjzve/dku_projekt/

Google site: <https://sites.google.com/site/facebookdobarlosiliza/>

The project is also described in the following paper: Bingula, Mihaela; Matić, Andrea; Varga, Vanesa; Mikelić Preradović, Nives. Facebook: The Good, the Bad or the Ugly? // INFUTURE2013: Information Governance. 4 (2013); 105-115

S-L EXPERIENCE 2

Course title: **Service learning in Information Sciences**

Title of the service-learning experience: **DicDucFac (idea-leadership-project)**

General description of the service-learning experience:

The project was planned as a student workshop that dealt with the application of modern social media (Facebook, YouTube, Gmail) for the purpose of self-promotion, free advertising via social networks, job search, job enrichment, and successful career transitioning. The workshop was organized for highly-skilled computer literate unemployed youth to increase their chances for employment, self-employment, job enrichment and successful career transitioning. This service learning experience aimed to indicate advanced features of popular online services that can be used for business communication, and not just for leisure and entertainment.

Number of participants (students): **3**

The service-learning experience was: **mandatory**

Academic year: **2011-2012**

Length of the service-learning experience: **1 semester**

Number of hours of direct service: **45**

Academic credits assigned: **6**

Community partners: **local NGO – Croatian Slavic Society**

Description of the service component:

The project, in the form of the workshops, covered both the educational aspect of the human resource development (development of transferable knowledge and different skills) and socio-economic issues in fighting unemployment. Apart from developing workshop materials and modes of workshop implementation, students carefully planned their marketing activities, developed the visual identity for their fictitious company and used social media to promote their workshop. They opened a group on Facebook and invited their followers to visit the workshop they were hosting explaining to them why they would benefit from attending it. They also developed video tutorials dealing with opportunities and potential of using Facebook and Gmail that each participant could access after the workshop to affirm their newly acquired skills and knowledge. During the workshop, which was well-attended and well received by participants, they used the following methods of instruction: interactive lectures, in-class discussions, group work and reflection activities. Regarding students' responsibilities, they ensured that their placement involves real, not make work and that they were fully prepared for placement, meeting all on-site requirements, respecting clients and the needs of the community partner. Regarding the topics of the workshop, they explained the use of e-portfolios, viral marketing and social networks for self-promotion and branding. Finally, they conducted their workshop through

the constant interaction with the participants, meeting the individual needs of each beneficiary. Their workshop enabled participants with different backgrounds to interact with each other and build networks.

Learning goals:

Students have achieved improvement of their abilities and skills to be able to connect theoretical and empirical material, to understand civil society in its structures, activities and its potential, to enhance professional writing skills, to practice interest in civic life, and to employ critical thinking. The main goal was for students to discover the relevance of their knowledge in the real world. Service Learning as a background of learning process enhanced student's potential to understand civic participation and empowerment, community organizing and leadership. Students had a chance to perceive civil society as a world of relations between the individual and community. At the same time, they were expected to have essential belief that creativity, trust and "can do" attitude are important components of the civil society. Their SL project concentrated on two attitudes in particular: an attitude toward oneself and an attitude toward others. During the project work, students learned how to distinguish fact from opinion, to understand how values shape analysis, to frame an argument, to assess their positions and that of the other group members, to identify the grounds on which to compare and contrast the two, to weight the value of different kinds of claims, to assess the relative quality of their arguments and to construct a compelling case for their preferred position. They also became able to identify the main objectives and issues of their project, to structure and outline their workshop, to write the project draft and handle the documentation, to use graphs, charts, tables and other quantitative representations in their project as well as e-portfolio. They were asked to write mini-essays and weekly journal submissions, as well as multiple drafts of their final project. Furthermore, students had the opportunity to speak formally in class, to participate in a class debate, to learn to speak better and learn about different styles of spoken interaction they used in their final workshop. They also learned how to present their ideas well, to use cloud-based presentation software and zooming presentation editors to present data and design a compelling interactive lectures. Students were taught these four types of social skills: teamwork, taking responsibility, interpersonal and diversity skills. They learned invaluable lessons about teamwork while participating in an arbitrarily assigned group. They had issues in getting along with all group members, dealing with free riders, scheduling group meetings and handling all difficulties of group work that were resolved through the group discussion and reflective activities.

Being at age in which they begin to accept responsibility for their own lives and responsibility as part of a larger workplace organization, students needed this chance to take part in the project that helped them to assume responsibility as an adult.

Course assignments for the service-learning experience:

Individual assignment: weekly journal of the service learning experience

Group assignments: project application, class presentation of the project application, final project report, final class presentation of the SL project, critical project e-portfolio on Moodle, presentation e-portfolio on Google site, Prezi presentation

Grading policy:

60% of the final grade is based on the individual journal of the service learning experience and 40% of final grade is based on the group project assignments (5% project application, 5% class presentation of the project application, 10% final project report , 5% final class presentation of the SL project, 5% critical project e-portfolio on Moodle, 5% presentation e-portfolio on Google site , 5% Prezi presentation).

Links (web, blog, videos...)

Prezi presentation: <http://prezi.com/hisyj6jhjiz/dicducfac-ideja-vodstvo-produkt>

Mahara e-portfolio: <https://moodle.srce.hr/eportfolio/view/view.php?id=7632>

Google site: <https://sites.google.com/site/dicducfac2357/home>



FINLAND SELECTION OF BEST S-L PRACTICES

In Finland, there were only a few replies to the inquiries we sent out, and these replies were short. Thus, the pool from which to choose the best practices was not a large one. However, these two course examples stood out as good examples of how service-learning has been implemented in University of Applied Sciences' courses.

The courses were conducted in Finnish; the descriptions have been translated for this report.

SELECTED SERVICE-LEARNING EXPERIENCES

S-L EXPERIENCE 1

Organisation: **Satakunta University of Applied Sciences**

Contact person: **Eila Hirvonen**

Course title: **Civil action to promote health**

Academic year: **every year**

Academic credits assigned: **5**

General description of the service-learning experience:

The contents of the course change yearly based on what themes the community partners currently consider most important. In 2016, the key content elements are: civic society and volunteering, third sector, service-learning, and participatory methods. The core of service-learning is studying and developing services.

Community partners:

The community partners are involved in the planning of the study module from the beginning. The content of this year's course has come from the partners, and the implementation will be conducted together. The roles have already been discussed and

agreed upon. In the first meeting, the leader from the community partner will come to tell about the third sector in general and the local situation in particular.

Description of the service component:

In the previous course, a joint publication was made as the outcome of the course. In 2016, the students will participate in volunteer work as a part of their education. They will also practice using participatory methods in the activities of the participating organisations during one afternoon.

Learning goals:

The students will learn to analyze health promotion activities on the societal level. They learn to recognize the actions of different sectors of the society, and to recognise the role of civic society. The students will be able to describe and promote civic action and to work in networks. They will develop possibilities for health promotion together with local actors, organisations and communities.

Course assignments for the service-learning experience:

The course will be carried out in small groups. The students will receive guidance and support on how to use the participatory methods themselves. Also the community partner will provide support and guidance. There will be approximately 20 hours of guidance.

S-L EXPERIENCE 2

Organisation: **Satakunta University of Applied Sciences**

Contact person: **Tapio Myllymaa**

Course title: **[General description of their practices]**

General description of the service-learning experience:

A total of 60 hours of volunteer work is included in the syllabus of nursing studies. It is thus mandatory for all who study nursing. The key argument for it being mandatory is: How could something so important be voluntary?

The implementation varies yearly based on the needs of the community partners: if opportunities appear, they are grasped. The implementation is always designed with the organisations based on the current situation. Every organization creates their program for their volunteers.

Number of participants (students): **200 yearly**

The service-learning experience was: **mandatory**

Academic year: **every year**

Number of hours of direct service: **60 hours**

Community partners: **varies**

Description of the service component:

The students work as volunteers in the organisations. Every organisation has their own way of incorporating the students in their activities.

An example of joint activities is an event called “Satakunta in co-operation”, which is produced together with organisations. It is planned, carried out, and evaluated together and also the resources come from all parties involved. The students have also written articles that have been jointly commented and improved together with the community partners. There has also been a joint recruitment event with the partners.

Guidance: **The students receive guidance and support in seminars, and they also have opportunities for individual support.**

Feedback received: **Most of the feedback from the organisations has been positive, and the amount of offered places has increased. The most central negative feedback has been about the timing of the study module. Carrying out the module during only one period has been rather heavy for some of the students and organisations alike. In the future, the module will be spread to two periods, allowing for a more relaxed pacing of the volunteering hours. Another negative feedback has been about the mandatory nature of the study module: not everyone considers volunteering necessary.**

Materials: an example of an article that the students have written:
<https://agorasamk.wordpress.com/author/agorasamk/>



IRELAND SELECTION OF BEST S-L PRACTICES

The following report on Service-Learning best practice was created in 2016 by the Community Knowledge Initiative based at the National University of Ireland, Galway. The practices described in datasheets were developed by faculty at NUI Galway between 2010 and 2016. A total of ten service learning experiences are documented in the report based on 14-quality standard developed by the Erasmus+ funded Europe Engage.

The best practices were selected based on 14 Quality Standards developed in the Europe Engage project and only those practices that ranked high on all 14 criteria are described below.

That means that all three selected experiences met real world challenges of the community and that they were meaningful and relevant to community partners and students. Issues vital to social, civic, cultural, economic and political societies were explored and community organisations were valued as partners. There was a flow of knowledge, information and benefits in both directions between the University and its community partners in activities. Defined goals were reachable and measureable and discussed with the community partner.

Also, S-L was linked and systematically integrated into the curriculum, teachers were actively involved and S-L had the credit recognition. Civic learning relied to personal and social competencies, while academic theory was viewed in a real world context. Students have actively collaborated with community partners in the design and planning of the project. Furthermore, S-L facilitated active, regular and ongoing student reflection, which was guided by teaching personnel and community partners and lead to understand diverse perspectives of challenges. There was a mechanism that encouraged students to link their service experience to the academic curriculum and to reflect upon the effects of the service. Support and coaching for students was ensured from academic staff and from community partners. S-L offered adequate time frames for making experiences effective and sustainable and for learning in community settings.

Finally, evaluation and documentation were included as an integral part of the S-L activity; service work was presented to the public and enabled the community to enter into a public dialogue. The service-learning activity was transdisciplinary and sustainable.

College of Engineering & Informatics

Introduction - Learning through Community Engagement

Since 2003, service learning has been used as a pedagogical tool in the College of Engineering & Informatics at NUI Galway. Over the last three years, the College has built on this and embedded service learning into all Level 8 Engineering degree programmes, as well as some postgraduate programmes, to allow students to complete engineering projects in the community and enabling them to learn by doing.

Service learning fits well with the descriptors for the 6 Programme Areas outlined in the Accreditation Criteria for Engineering Education programmes, including 'responding to real life situations' and 'developing awareness of the social and commercial context of engineer's work'. Each year over 200 students undertake community-based projects each year.

These modules have all been individually tailored for the group of students, taking account of their previous learning experiences, size of group, programme, diversity of the group and so on. The modules have been carefully designed to ensure there was no loss in the technical learning outcomes, while students gain significantly in terms of understanding the role of the engineer in society, the need for a tight and inclusive design cycle to address user requirements and the importance of cost in terms of adoption of the solution in the target consumer group (see for example learning outcomes in 'Notes for Students' for civil engineering module).

These opportunities give students:

- flexibility to further explore areas that interest them
- gain firsthand experience of working in a small team with community partners on 'real' projects
- scope for creativity and criticality
- embed the ideals of engaged scholarship and civic professionalism
- a research orientation, commitments to civic engagement and building university-community partnerships, city-university partnerships and partnerships with other official agencies.

Professional Experience Programme - Engineering for Humanity

Course Director: Dr. Jamie Goggins

Course Title: BE in Civil Engineering/ BE in Energy Systems Engineering/ BSc in Project & Construction Management

Subject: Professional Experience Programme - Engineering for Humanity

Year: 3rd Year and 4th Year

Participants: 4 - 8 students

Hours: 16 Weeks

Credits: 2 ECTS

Length: 16 Weeks

Community Partners: Alan Kerins Projects; Kaoma Community, Zambia; Foundation Nepal.

In April 2009, the College of Engineering and Informatics at NUI Galway initiated a pilot programme with the Alan Kerins Projects to give our undergraduate students the opportunity to work in developing countries as part of their academic courses through the Professional Engineering Programme (PEP). This was expanded in 2011, where another partnership was established with Foundation Nepal allowing our students to complete their work placement in a remote region of Nepal called Humla. The students apply for these opportunities and have to undertake a competitive process to get selected, including a formal interview.

The project was divided in three phases - 7 weeks on campus completing initial training, followed by 8 weeks in Zambia or Nepal and then the students complete their final year project on a related topic to their placement. This project and some of the other initiatives in the College of Engineering & Informatics indicate potential areas where ethical, globally aware, civically engaged and socially responsible engineering education can flourish. Furthermore, they have led to a number of postgraduate research projects being undertaken in NUI Galway. One of our researchers, Declan Gavigan, recently received an award for the Best Young Engineer's paper at the annual peer-reviewed International Conference of the International Association for Bridge and Structural Engineering (IABSE) in Egypt. NUI Galway is actively seeking funding to allow them to implement further related research projects.

Students are chosen for this programme based on a competitive interview process. Students receive a conditional offer for a position on a programme provided that they fulfil all the requirements set out. They must complete pre-departure training and preparation and submit the signed pre-departure form containing information such as contact details, travel itinerary, health insurance, pre departure medical examination, immunizations received, pre-departure training, and so on. This form has been adapted from that developed by Dr. Dymphna Casey in the School of Nursing & Midwifery at NUI Galway.

There are a number of undergraduate degree programmes in NUI Galway during which students work in developing countries and obtain credits towards their degree. Dr. Jamie Goggins, College of Engineering & Informatics, has worked with the colleagues in the School of Medicine, School of Nursing and Midwifery, CKI and the International Office to introduce this year multidisciplinary pre-departure training in NUI Galway for these students. Further specific technical training is given to students partaking in the elective programme entitled 'Engineering for Humanity' prior to working in the field in developing countries. These students are based on campus in NUI Galway for up to eight weeks prior to working in the field. The students undertake laboratory-based work and research projects, as well as receiving courses on cultural

awareness, security, child protection, and issues in global development. Benefits of the pilot programme have been highlighted by Dr. Goggins in academic publications.

Examples of tangible outputs from the projects were:

Detail design of a water upgrade for Cheshire Homes orphanage in Kaoma, Zambia

Completed a report on current block making facilities in Kaoma and Mongu, which aided AKP in their decision to set up micro-enterprise block making project in Kaoma where they train up locals in how to make blocks, as well as aiming to make a profit from the sale of blocks.

Identify suitable soil for block making project in Kaoma through soil classification tests.

Research the agriculture and industry around Mongu and Kaoma in western Zambia, with specific attention to waste products that could be used in stabilised soil blocks

Research into strength and durability of stabilised soil blocks. To date, four final year projects have been completed on this topic and one full time Ph.D. student is currently doing research on the same topic. Two further final year projects are expected to be completed in the coming year..

The research work to date has led to two conference papers (one won an international prize for best paper) and a journal paper is due for submission in January 2013.

Videoing and photographing of activities supported by AKPs, such as block making, for use in promotional material by AKP.

Creation of 3D visualisations and animations of projects purposed by AKPs, such as school building in Kaoma and the Kaoma Youth, Training and Recreational Centre. These have been used by the AKPs to help secure additional funding, such as their partnership with UNESCO Child & Family Resource Centre and securing charity of choice with large organisations such as the GAA in 2010 and HP in 2011.

Condition survey of damage building that accommodates the babies in the orphanage in Kaoma (written report with documented evidence. As a result of the students' recommendations, AKP commissioned 'Built-it' to carry out independent survey. Building deemed unsafe and recommended to demolish and re-build)

Engineering and Science workshops in Kaoma (ran workshops for over 800 secondary school students over last 3 years in 5 schools)

Digital survey of lands associated with the orphanage in Kaoma and of the buildings in Mongu, Zambia. (Some of these AutoCAD drawings have already been used by a qualified engineer in Galway to complete a master plan and concept design for the site in Mongu).

Feasibility study of a bio-refinery for Boystown, Kaoma, Zambia (there exists an anaerobic digester, which is not working. We completed a concept design for a replacement system to turn waste from the local farm and pit latrines into gas for cooking).

Quote From Community Partner:

"On behalf of AKP here in Zambia, I just wanted to email you regarding the recent placement of students: Vincent, Peter, Joe and Alex, here in Kaoma, Zambia. I will be honest in stating that I was a little apprehensive at the thought the students visit as I assumed It would add to my already extensive work load! To the contrary, It was a true pleasure working with such an eager and dedicated group. They approached each task with enthusiasm, energy, a willingness to learn and a cultural sensitivity which was exemplary. Their presence here was more than beneficial to AKP's project work in Kaoma and Mongu and I look forward to reading their final report. Apart from their research and project work, each member of the group immersed themselves fully in the local culture. I

believe the time they spent with the Cheshire Home Children and the locals, bridged the gap between our two countries and its people and I believe both parties are the better for it.

Please pass on the sincere thanks to all of them from myself, Michelle and the lives of the people of Kaoma they have touched.", Joseph McLean, Engineer, Alan Kerins Projects, Kaoma, Zambia.

Quote From a Student:

"For me it wasn't just a college assignment, going to Zambia changed everything. Seeing the dreadful quality of homes, contrasted against the quality of Stabilised Soil Blocks-built homes was alarming. The results of our short weeks in Zambia were the design of a water system for the orphanage in Kaoma, the drawing of plans for the construction of new buildings in Mongu, the recommendation of a soil extraction site for the soil blocks and research into industrial and agricultural by-products to further reduce costs for the material. Back in NUI Galway for my final year, we continued the research by looking at the incorporation of the by-products by analysing the strength of the blocks, resulting in the production of a thesis and reports of recommendations. However, for me the greatest consequence was the flirtation with service learning and the development of an appreciation of the impact that civic engagement within education can have. I was bitten by the volunteering bug" Richard Manton, current PhD student in Engineering and one of the first students who undertook the placement in Zambia through the 'Engineering for Humanity' programme.

Quote From a Student:

"When thinking of two months of engineering work in a developing country for AKP and Engineering for Humanity, one can create an idea of what it is going to be like in your head. This idea is quickly swiped from your thoughts upon arrival. The reality is that the children in both Judith House and Boystown have such an influence on your opinion and ideas of disadvantaged children that you come away much the wiser person. The engineering side of things is only half of the work you end up doing. However, that work is intense and important. It is work that you know is needed and how it is needed for the community. Unlike a great deal of Irish placements, it is broad enough to gain experience in all sorts of engineering disciplines and with four students working on it, each area can be designated and studied in great detail by one student (or more if the area is large). Before coming out to Kaoma, the group had a concern that the engineering experience they would gain would not be applicable to an Irish context. However, despite it almost being on the opposite side of the earth, the work was nearly always related back to how things are done in Ireland. The fact that Joe McLean was the group's mentor, and had a great deal of experience in engineering in Ireland, was another great factor for learning typical Irish engineering features."

Vincent Hurley, final year Energy Systems Engineering student, who undertook the 'Engineering in Humanity' programme in 2012.

Biomedical and Mechanical Engineering - Engineering in Society

Course Director: Professor Sean Leen (established by Professor Abhay Pandit)

Course Title: BE in Mechanical Engineering/BE in Biomedical Engineering

Subject: CAIRDE - Engineering in Society, Ethics and Community Outreach

Year: 3rd Year

Participants: 70 students

Hours: Lectures 18 hours, Tutorials 8 hours, 16 hours Service

Credits: 6 ECTS

Length: 2 Semesters

Community Partners: Students take responsibility in initiating community partnership Internationally, CAIRDE is a pioneer programme for service learning amongst engineering students in and has been recognised internationally as being an exceptional student community

engagement initiative by being awarded the MacJannet Prize awarded by the Talloires Network in 2010.

The Mechanical and Biomedical Engineering degree at NUI Galway has a service learning module incorporated into its programme, giving students experiential learning while applying academic knowledge. CAIRDE, Community Awareness Initiatives Responsibility-Directed by Engineers, was designed as a way for students to identify a need in their community and define a project with very distinct goals. Since the programme's inception, over 600 students have taken part in service learning projects, devoting over 8000 hours of service to local communities. The students have made tremendous strides in taking an active role in society and have gained strong relationships with their community partners. CAIRDE has enabled students to build a link between the university and community, showing how collaboration between the two can yield positive results that are reciprocally beneficial.

Students of the CAIRDE programme are expected to take on a great deal of responsibility in the facilitation of their service learning project. They must develop a project that enables them to utilise their engineering skills in order to address a real need for an individual or group in the broader community. By putting this knowledge into action, students work directly with the beneficiaries of the project, ensuring their needs are met through the work conducted. Projects vary in terms of the beneficiaries and type of work students engage in. Some may work with established organizations such as Enable Ireland, Saint Vincent de Paul, The Simon Community, National Council for the Blind Ireland and youth cafes. Others direct their efforts towards supporting local schools, nursing homes, hospitals, libraries, playgrounds and athletic clubs. Some students choose to address the needs of a specific individual by either contributing to personal care or improving one's quality of life. The success of these projects has gained CAIRDE such great recognition that the number of community organisations wishing to collaborate with the program continues to increase.

CAIRDE demonstrates the value of service learning, as it requires student participants to use and develop "soft skills" that are invaluable to engineers but often difficult to teach in a traditional classroom setting. These "soft skills" include project management, task analysis and interpersonal skills as well as practicing shared decision-making and being able to reflect on their learning and experiences.

Additionally, the students are able to apply knowledge to a specific, "real" project for the first time, helping them view their academic preparation in a new light. All the while, CAIRDE is fostering a greater understanding of community needs and what methods can be taken to address these needs.

CAIRDE places great emphasis on how the students understand their impact on society. Therefore, reflection plays a central role to the service learning process. In the reflection process, students tie in what they are learning about the community as well as how they can further develop their engineering skills. Students share this reflection with the greater educational community, building awareness and demonstrating to their peers how university students can make a difference in their surrounding communities.

The following recently published article describes the programme in greater detail:

Wallen, M and Pandit, A (2009), "Encouraging undergraduate engineering students towards civic engagement", *European Journal of Engineering Education*, Vol. 34 No. 2, pp. 141-8.

Civil Engineering - Principles of Building and Communications

Course Director: Jamie Goggins

Course Title: BE in Civil Engineering/ BE in Energy Systems Engineering/BSc in Project & Construction Management

Subject: Principles of Building and Communications [Community based Engineering Project]

Year: 2nd Year

Participants: 80 - 130 students

Hours: 80 Hours

Credits: 4 ECTS

Length: 1 Semester

Community Partners: Partners have included: Ability West, Alan Kerins Projects, Ballinfoyle Family Services Centre, Ballybane Enterprise Centre, Ballyglass Preschool, Clann Resource Centre, Clonakilty Garda station, Cope Galway, Corrach Bui community centre, Corrandrum National School, Creagh N.S. Ballinasloe, Crescent College Comprehensive Limerick, Dunmore McHales GAA, Enable Ireland, Engineers Ireland, Foundation Nepal, Galway Access for All, Galway City Council, Galway City Partnership, Galway County Council, Galway Harbour Company, Galway Rape Crisis Centre, GSPCA, Liscarbin Community Hall, Lough Keel Scout Campsite, Loughrea Town Council, Mayo Education Centre, MS Ireland, NAGARHOPE IRELAND, NUI Galway, Portlaoise Parish Church, Salthill Devon FC, Scariff Community College, Scouts Neagh, Skreen Dromard Community Council, St Hilda's Services Athlone, St. Joseph's College Rowing Club, St Tiernans Community Playschool, St Vincent De Paul, Town Hall Theatre, Tullamore Rugby Club, Westmeath County Council, Westside Community Library, Yeats College.

Within Community-based Engineering Project, students must form small teams, identify a suitable community partner and set up a 'learning agreement' with the community partner that clearly outlines the goals of the project and tasks involved in completing the project, as well as the learning outcomes for the students. The specific aim of the project is fulfil a real need of the community partner that relates to the associated module taken by the students 'CE202 Principles of Building'. The outcome of the project is a written technical report, which is sent to the community partner. Some community partners and community-based projects have been identified by the instructor. However, the onus is very much on the students to identify suitable community-based projects.

A 'learning agreement' must be completed by the students with their community partner and submitted by the students within 2 weeks of starting the project. In addition to the set learning outcomes for the project, the students must also decide on 3 additional learning outcomes that relate to this component of year's work. Marks are allocated for the technical context and presentation of a written report and oral presentation. Marks are allocated for level of engagement with the student's community partner and for producing a report or outcome that relates directly to a real need in the community. The students must each complete a self assessment marking sheet at the end of the project, which is subsequently marked by a grader (postgraduate student or lecturer). The criteria in self assessment sheet are in line with the learning outcomes. There are a number of lectures and workshops held during the semester on effective communication, which are facilitated by a PR consultant.

- Postgraduate students act as mentors by hosting weekly drop-in centres for the students to give technical and report presentation advice. Objectives set for the students in 'Mini Group Project' guidelines include: Develop engineering skills through a self-directed project.
- Develop a sense of commitment to local communities by making a contribution of time and expertise to an individual or community group.
- Learn how engineers in-career make contributions to their communities.
- Apply knowledge or skills you have learned in this module (and others) to a real-world context.
- Produce a technical engineering report.
- Deliver a high quality oral presentation on a particular subject

This year, an award has been introduced for the best community-based project. Shortlisted projects are presented by the students to their peers, academics and wider community with the project judged by those in attendance to be the best receiving an award.

When asked in a grouped student evaluation survey in 2011 what they liked about the project and the way it was set up, many students mentioned the community partners and how they liked getting involved/ interacting/ meeting/ working with groups and/or individuals in the community. Further, when asked what do they feel they gained from completing the project 24 of the 40 groups who responded felt that they obtained an increased knowledge and understanding of the project topic, while 3 groups thought they gained a better understanding overall of the content of the whole course from completing the project, and 16 groups felt that they gained by completing a project on real world applications. It should be noted that the students were asked to complete the survey in the groups which they were in for their community-based project (2 or 3 person groups). A total of 40 groups took part in the survey. The students were asked to document the group's opinion and consensus into five key questions. The survey was designed to capture relevant information that will be useful for identifying positives and areas for improvements in the set-up or delivery of the module. .

Service learning is a very worthwhile pedagogy. This has been proven from the student feedback from structured surveys conducted in 2009 and 2011 and from the very positive feedback received from community partners (see below). 139 students partook in the community-based project in 2011, which is similar numbers to 2010. It has taken three years to develop the structure of the Community-Based project set-up, as well as establishing its value within the university and community.

Feedback From Community Partners

'All feedback is positive. Working with the students was great. One of them even got involved in a street collection for the centre! The drawings and plans are much more detailed than the year before's [The reports] are fantastic and we are delighted with them, we will be definitely using some of the solutions that the students put forward this year.' (GSPCA, 2010)

'...the report arrived and it appears to be a good assessment of the state of the building energywise. We have already changed from diesel to kerosene. Also the two windows downstairs have been changed to double glazed in the two

offices. The rest of the recommendations will depend on funding being made available. It was great working with the two students and good to get the report back.' (Clann Resource Centre, 2010)

'We did receive the project material from your students. Our board found it very useful. We have actually progressed a number of the suggestions contained within the report and should have them completed early this spring. Well done to the young engineers involved and your work with getting them involved in real projects that will have tangible effects.' (Director Mayo Education Centre)

"I am very grateful for this project as I intend to use its findings in a submission to the Department of Education and Skills. We are in the process of making a case for a new school. The information in the project will be very useful. I wish to thank you and the students for all their work. They carried out their surveys in a very professional way.", (Saint Paul's school, Laois, 2012)

Quote From a Student:

"Through travelling and interacting with people from different backgrounds, I have gained a strong appreciation for the importance of community, and indeed a global network of such communities. By involving students within the community, we can create a symbiotic relationship where the power, exuberance and intellect of the youth can be harnessed to create positive effects in the community whilst the students benefit in terms of knowledge, skills and goodwill gained. To me, this is a very positive outcome." Martin Howley, musician, PhD student in Engineering, and mentor for the community based-project.

Engaging with Rural Communities

Course Directors: Dr. Marie Mahon and Dr. Maura Farrell

Course Title: Masters in Rural Sustainability

Subject: Geography

Participants: 12 (divided into groups of 3)

Hours: 36+

Credits: 10 ects

Mandatory: Yes

Length: 6 weeks research and Report.

Year first established: 2012-2013

Community Partners: Various community groups in a chosen rural location. Partners will change from year to year of the Programme.

Learning Outcomes:

- An ability to more clearly identify rural phenomena and processes in a field-based context;
- More effective problem-solving skills through an ability to apply knowledge flexibly in specific rural field-based and community -based contexts;
- Heightened capacity for original thinking, independence in enquiry and the ability to contest and debate on rural issues and concerns;
- Improved collaboration and team-building skills;
- Heightened awareness of the value of civic engagement as a means of achieving local development goals;
- Realisation of the value of civic engagement as a means of achieving personal goals in relation to professional development.

Case Study: Promoting destination via film-induced tourism: Boyle as 'Moone Boy'

country? Boyle Town & More, with Boyle Chamber of Commerce were the joint hosts for a research collaboration with Masters Students in Rural Sustainability from the School of Geography and Archaeology (Geography), NUI Galway. This project involved approximately 6 weeks of research by the students to devise a development project centred on the town of Boyle and its environs. The project was devised to initiate or expand on rural development opportunities in the locality, drawing as far as possible on existing local resources and capacities with the aim that the local population and economy would mainly benefit. The project was identified through discussion with Boyle Town & More/Boyle Chamber of Commerce, the organisations that provided the initial opportunities for them to be undertaken.

The project explored the potential to make connections to place through film-based tourism, based on the highly successful 'Moone Boy' television series. Some of the filming for Moone Boy has taken place in Boyle, which is also the home town of the main character, the actor Chris O'Dowd.

The students drew on the concept of film-based tourism to explain the reasons behind tourist visits to destinations featured on television, video or cinema and the experiences they hope to

gain from these visits. This form of tourism is well established as a successful economic activity in locations in which films or TV programmes have been made or even seem to have been made (e.g. Heartbeat, Father Ted). Based on surveys and test screenings of Moone Boy (conducted by the students), the idea of identifying certain focal points in the series that could be linked to Boyle was put forward as one recommendation. The key words used to describe the setting of Moone Boy were 'traditional', 'historic' and 'unchanged'. The fact that Boyle exists as a real place was seen as a very advantageous starting point. That the town has not become over-developed and retains a traditional, authentic character was another. Providing a guided tour based around Moone Boy and the focal points as a way of enhancing the experience of visitors was a second key recommendation. The majority of those surveyed had at some stage taken part in a guided tour. All of them had a positive perception of what a tour guide added to the tourist experience in terms of knowledge, providing explanations and interpretations, and giving the tour experience a personal touch. The possibility of developing merchandise relating to Moone Boy was also explored. In this regard, several traders in the town agreed that Moone Boy had the potential to impact positively on their businesses; however this had only been realised by a small number of them. A Moone Boy Comedy Weekend was also proposed as a way of connecting Boyle to the series and strengthening the place link.

The students presented an 80-page final report to the organisations involved, as well as giving a presentation of the main findings of the research to a publicly-invited audience, which took place at the Enterprise Centre, Boyle, in March of this year. The report contained an extensively-developed theoretical discussion and review of relevant literature, with the aim that this might be used as a future resource for the organisations concerned. The fieldwork involved devising and conducting a survey, a series of interviews with key experts, screening focus groups for the Moone Boy TV series, and attendance at a number of mentoring sessions hosted by Failte Ireland for the two organisations to develop economic opportunities for Boyle.

Service Learning Literacy Pilot Project

Information on Service Learning Literacy Pilot Project

Course Director: Dr. Dermot Burns

Dermot teaches a range of courses in the English Department at National University of Ireland, Galway. His main areas of expertise are Medieval and Renaissance literature. A graduate of the Universities of Surrey, Leeds and Galway, Dermot taught second level English for a number of years in the UK, being awarded the prestigious Advanced Skills Teacher status by government inspectors for excellence in teaching and outstanding examination performance. Dermot has worked as an education consultant, literacy coordinator and learning specialist in Ireland and the UK. He teaches Academic Writing, Study Skills, Research Skills and Examination Preparation in a number of departments at NUI, Galway.

Course Title: EN150: Literacy and Learning in the Community

Subject: Literacy Acquisition

Year: Visiting US Study Abroad Students

Participants: 30 students

Hours: 36 class hours plus 20 hours working in the community

Credits: 5 ECTS

Length: One semester

Community Partners: Various homework clubs in the Galway area.

This course teaches visiting US Study Abroad students about literacy acquisition and pedagogy. Students are introduced to a range of theories concerning literacy learning and teaching; they will develop academic knowledge and practical skills in this field. The course also organises work experience placements for students to attend. These will be one session per week in local homework clubs. This practical community work affords students the opportunity to put some of the theoretical information they have covered in lectures into action; moreover, it will develop interpersonal and teaching skills. There will be an emphasis placed on learning through fun and games as well as shared reading exercises. Students will submit a reflective learning portfolio about their work experience at the end of the course. The course is particularly suitable for those students interested in careers in education, psychology or social work; however, all applications will be considered. Students are required to attend one lecture and one tutorial per week as well as one session at a homework club.

During their studies, students will learn how to listen to the voices of school students, how to develop strategies and techniques to overcome literacy and reading obstacles, how to use new technologies to engage students more actively in the learning process and how to reflect critically on their own contribution. Through the production of presentations, reports and written and oral reflections, they will learn how to integrate research into the undergraduate learning experience and by engaging in collaborative projects they will gain a stronger understanding of the value of international learning communities. By participating in a third-level reading/mentoring program, and by sharing their experience with international colleagues, students will learn valuable skills which will be of benefit not just to school students but also to society.

MA in Public Advocacy and Activism

MA in Public Advocacy and Activism - Service Learning Component

Subject: Work Placement

Department: Huston School of Film and Digital Media

Participants: Students of 1-year taught Postgraduate programme - MA/Postgraduate Diploma in Public Advocacy and Activism.

Pedagogy: Service learning/Community based learning

Method: Classroom preparation to introduce the concept of service learning. During the first semester with the help of the Course Coordinator, the students research and identify a work placement relevant to their own interests. The placement itself usually takes place at the end of the second semester.

Participants: All students on course - up to 15

Hours: Flexible, equivalent to about a month full-time.

Credits: 15 ECTS for written report

Materials: 3000-3500 word report

Length: Varies according to needs. Usually after the taught modules have been completed, but may begin during the second semester.

Optional/Mandatory: Mandatory

First piloted: 2005-6

Community Partners: Various: local, national and international organisations identified by students (e.g. COPE, Trocaire, Spunout, Age Action, Galway One World Centre, Galway Rape Crisis centre, Enable Ireland, Vincent de Paul).

The Masters Degree in Public Advocacy and Activism offers an advanced programme for those working, or intending to work, in international or local advocacy; including community organization, development, labour, rights, health and environment. The placement is a crucial aspect of the one-year course, providing the students with the opportunity to apply their new skills in a relevant workplace and to experience the practical aspects of the advocacy environment. Students identify a placement relevant to their interests and negotiate what their role and work will be, taking into account their learning needs as well as the needs of the organisation.

Students are assessed on the basis of a report (3000-3500 words) which is submitted after the placement. They are advised to keep a log of their daily work as a basis for this final report. In the report, they are expected to:

- provide some background on the organization in which they do their placement.
- describe the type of work they were involved in, and the contribution made to the organization.
- include information, reflection and analysis on how the subjects they had studied during the year were relevant and useful in the 'real world'.
- provide some reflection and analysis on the experience: how did the placement affect them personally? Did it change their ideas? What impact did the experience have on their future plans?
-

Service Learning in Italian

Course Director: Dr. Anne O'Connor

Dr. Anne O'Connor is a lecturer in Italian Studies at National University of Ireland, Galway. A graduate of University College Cork, Johns Hopkins University and the University of Birmingham, she teaches a range of language and literature classes in Galway. Her research interests include nineteenth century literature, travel literature and language teaching methodologies. She is responsible for First Year Italian, Diplomas in Italian and for the Service Learning element of the Italian degree programme.

Module Title: Community Based Learning: Language Teaching

Subject: Italian Year: 3rd & 4th Year Students

Participants: 16 students

Credits: 5 ECTS

Hours: 24 hours (12 in the community)

Length: 2 Semesters

Community Partners: Various Primary Schools in Galway, including Scoil Bhríde, Shantalla; Scoil an Linbh Iosa, Francis St; St. Nicholas NS, Claddagh; and Galway Educate Together NS, Newcastle.

This module teaches university students about language acquisition and language teaching methodologies before arranging for them to teach introductory classes in Italian in local primary schools. During the placement in the schools, the students develop a teaching portfolio and

reflect on the experience of community based learning. Due to the nature of the practical work, there is a strong emphasis on language acquisition through fun and games. Primary school pupils see that language learning can be fun and learn about a new culture and language. At the end of the Italian course, the pupils come to the university for 'Italian Day' during which they are presented with a certificate to mark their achievement in learning Italian. The module is for final year students, between 10 and 16 are enrolled on it each year and they work with about 100 pupils in Galway City. This course was awarded the prestigious European Language Label in 2007 for excellence and originality in language teaching.

BComm Social and Non-Profit Marketing

Course Director: Dr. Christine Domegan

Christine Domegan, B.Comm. MBS and Ph.D. current research and teaching focuses on individual plus collective empowerment and participation for societal transformation and social innovation. Through the Whitaker Research Institute, this work involves the HRB, HSE Healthy Cities, HSE and COPE, Saferfood, FP7 EU and the Drugs Task Force.

Course Title: Bachelor of Commerce

Subject: Social and Non-Profit Marketing, MK316

Year: 3rd Year

Participants: 65

Hours: 2 hrs - the course comprises 2 lectures per week including class discussions, guest lectures and in-class exercises.

Credits: 5 ects

Length: 12 weeks.

Community Partners: HSE Healthy Cities and CELT

This module encourages the student to consider the scope for marketing ideas and techniques to effect social change. It provides practical hands-on civic engagement, in collaboration with HSE Healthy Cities and shows that Marketing is a means of influencing behaviour. Marketing's insights and technologies can be applied equally well outside the market place to tackle such behaviourally driven social problems as mental health, transportation and local communities.

MSc Strategic Marketing Social and Non-Profit Marketing

Course Director: Dr. Christine Domegan. Christine Domegan, B.Comm. MBS and Ph.D. current research and teaching focuses on individual plus collective empowerment and participation for societal transformation and social innovation. Through the Whitaker Research Institute, this work involves the HRB, HSE Healthy Cities, HSE and COPE, Saferfood, FP7 EU and the Drugs Task Force.

Course Title: MSc Strategic Marketing

Subject: MK576 - Social and Non-Profit Marketing

Year: 4th

Participants: 25

Hours: 2 hrs - - the course comprises 2 lectures per week including class discussions, guest lectures and in-class exercises.

Credits: 5 ECTS

Length: 12 weeks

Community Partners: HSE Healthy Cities, and CELT

This advanced module reflects how social marketing can be utilised to address pressing complex social and policy problems. It requires the student to be reflective of, design and execute behavioural change plans where government, the public and private sector work collaboratively to understand the tangled influences of social contexts, policies and individual empowerment for lasting social change. It also aims to build society's capacity to act around decisions that affects the daily lives and well-being of all of its citizens. Skills for Work Life

Skills for Work Life

Module Leader: Mr. Michael Campion

Michael Campion completed a B.E.(Industrial) degree and an M.Eng.Sc. degree at NUI Galway and an MBA at UCD. He worked for twenty five years in the computer software industry in Ireland, working for Digital Equipment International, Lotus Development Corporation, Claris Corporation and ADC Telecommunications. Since rejoining NUI Galway in a lecturing capacity, he has incorporated a programme of transferable skills development through the undergraduate degrees of the J.E. Cairnes School of Business & Economics'.

Course Titles: Bachelor of Commerce and B.Sc. in Business Information Systems

Subject: Skills for Work Life

Year: 2nd B.Comm, and 3rd B.Sc. in Business Information Systems

Credits: 5 ECTS

Length: 12 weeks

Participants: The full class size is 370 students, comprised of 2nd B.Comm, 2nd B.Comm (Accounting) and 3rd B.Sc. in Business Information Systems. As part of the module course work, they must carry out a project in a small group of 3 or 4 students, which can be one of three types:

1. Community Partner Project Work - On average 100 students sign up to do this type of project and are either allocated to a community partner or they find one themselves.
2. Peer Assisted Learning (PAL) Leader work - 36 students can sign up for this and it involves dividing the First Year students of the School of Business into groups of 25 students and then each week two PAL Leaders per group facilitate the First Year students' helping themselves to settle into college and learn together.
3. The remaining 234 students work in groups of 3 or 4 students to conduct research into a social issue of their choosing.

Community Partners: In 2012 the community partners included: Ability West/Best Buddies, Action Breast Cancer, Age Action, AIDS West, Alzheimer's Society, CAMARA, Cancer Care West, Console, COPD, COPE, Croi, Cystic Fibrosis Association of Ireland, Enable Ireland, Fighting Blindness, Foroige, Galway Community Circus, Galway Parkinsons Association, Hand in Hand, HOPE Foundation, Irish Heart Foundation, Irish Wheelchair Association, ISPCC, Lakeview School Renmore, Madra, Myasthenia Gravis, Positive Mental Health Foundation, Sea Shepherd Conservation Society, SERVE, Tulca Theatre and Youth Work Ireland,

The Skills for Work Life module gives students the opportunity to work in small groups with community partners to carry out service learning project work that provides value to the community. It involves meeting with the partners, agreeing on the project work to be undertaken

and then carrying out the projects over a six week period. At the end of the semester, each group presents back to a set of their class colleagues on the work that they have carried out.

In addition, all students that take the module are encouraged to become active in participating in, and representing NUI Galway in Enactus, which is an international community of student, academic and business leaders committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable, world. As part of their project work for the module, the students must devise social entrepreneurship projects for consideration by the NUI Galway Enactus Society.

In the past the students have taken on the following Community Partnership Projects such as:

- Devising fund-raising events and activities and carrying them out either during the semester or during December/January.
- Developing marketing material for the organisation;
- Improving the organisation's website;
- Creating greater awareness of the organisation among the student population of NUI Galway.

MSc in Information Systems Management

Voluntary Project Work as Part of the Programme MSc in ISM

Programme Director: Chris Barry (chris.barry@nuigalway.ie)

Project Coordinator: Anatoli Nachev (anatoli.nachev@nuigalway.ie)

Programme: Master of Science in Information Systems Management

Module: Major Project, MS812. Duration: from September to June.

Participants: Approx 50 students working in teams.

Credits: 30 ECTS

Community Partners: Local organisations, charities, and businesses, such as Cancer Care West, HSE-North West, Youth Work Ireland, Defence Forces, COPE Galway, Connacht Rugby, Fitzgerald Design Ltd., Brothers of Charity, Teddy House Creche, Oxfam, Bushy Park National School, Galway Adult Basic Education Service (GABES), AIDS West, Killarney Telecommunications, Meehan's SPAR Galway, Chronic Obstructive Pulmonary Disease (COPD), People with Disabilities in Ireland (PwDI), Galway Traveler Movement, Galway Titans Basketball Club, Return to Tansania charity, etc.

The aim of the projects undertaken by students is to enable them apply the skills they learn on the programme, such as database design, user interface design, applications programming, Web development, business systems analysis, project management, security planning, and e-business strategic thinking, as well as skills such as teamwork, interpersonal communications, and presentation skills. It also affords the opportunity to be involved in civic engagement and volunteering. The project requires students to analyse the operations of an organisation, focus in on a problem area, design a solution to that problem in consultation with the users, and develop and implement that solution.

"The field of Business Information Systems is primarily about helping organisations to solve real problems and grasp opportunities," explains MSc in Information Systems Management Programme Director Chris Barry. "Many people do not fully understand how innovative IT

applications can be potentially very beneficial within their workplace, often because they are not aware of the capabilities of technology. This is where our postgraduate students can help". Support for NUI Galway's service learning strategy is centrally provided by the office of the Community Knowledge Initiative (CKI), which also oversees the ALIVE student volunteering programme. Combining classroom theory with community practice, service learning is a teaching tool aimed at connecting students with their community through practical work and has given students the opportunity to see the impact that civic engagement has for the communities they work with, their own learning and the wider society.

Clinical Legal Education Placements

Course Director: Larry Donnelly

Larry Donnelly, a Boston native, is Lecturer & Director of Clinical Legal Education in the School of Law. In this capacity, he teaches courses in legal analysis, research and writing to all undergraduate and postgraduate students studying law in Galway, serves as Editor to the Galway Student Law Review and coaches moot court teams that compete at national and international levels. Moreover, in partnership with the CKI, he has developed a system whereby students receive academic credit for their legal work in the wider community. He has strong interests in legal education and in comparative law and has published law review articles in both areas. He is also a frequent contributor to Irish print and broadcast media on a variety of issues. An attorney with extensive litigation experience in the United States, Mr. Donnelly is a graduate of the College of the Holy Cross (Bachelor of Arts, cum laude, 1996), where he majored in Classical Latin and Greek, and of Suffolk University Law School (Juris Doctor, magna cum laude, 1999), where he was elected a Chief Editor of the Suffolk Transnational Law Review.

Course Title: Bachelor of Civil Law

Subject: Clinical Legal Education Placements

Year: Final Year Students

Participants: Up to 20 Students

Hours: 100+ hours in the community and 10 seminar hours

Credits: 6 ECTS

Length: 10 Weeks

Community Partners: Partners have included: Equality; Rape Crisis Network Ireland; National Federation of Voluntary bodies; Various national and international non-governmental organisations and Legal practitioners throughout Ireland.

Lawrence Donnelly, Lecturer and Director of Clinical Legal Education, has devised a system by which some final year Bachelor of Civil Law students receive academic credit for working in 'real world' law and law-related work placements. To date, law students have made contributions to the work of the Equality Authority, the National Federation of Voluntary Bodies, the Rape Crisis Network, various national and international non-governmental organisations and legal practitioners throughout Ireland. In so doing, they have acquired valuable practical skills and professional contacts. Mr. Donnelly comments that "those of us involved in the development of clinical legal education here in Ireland must remember that we are, to an extent unprecedented in the history of Irish university legal training, equipping students with practical know-how and a cognisance that law can be used to achieve the greater good. We look forward to expanding

clinical offerings for students in future and enhancing NUI Galway's already strong reputation as a provider of innovative legal education.

Emerging areas in Occupational Therapy

Course Director: Margaret McGrath

Margaret McGrath joined the Occupational Therapy Department at NUI Galway in October 2006. Prior to taking up this position she worked as a senior occupational therapist in age related health care at the Adelaide and Meath Hospital Dublin, incorporating the National Children's Hospital, Tallaght. Margaret obtained a BSc (Hons) in Occupational Therapy from the University of Dublin, Trinity College and an MSc in Rehabilitation Studies from University College Dublin. She is currently pursuing her PhD at the National University of Ireland, Galway. Her focus is on occupational therapy for older adults. Margaret is interested in the potential for Occupational Therapy to contribute to community development and in collaboration with her colleagues in Occupational Therapy at NUI Galway has established the first service learning programme for occupational therapy students in the Republic of Ireland.

Margaret has been involved in a number of research projects which explore community based learning in healthcare education. Her work with Ruth McMEnamin (Speech and Language Therapy) has examined the impacts of service learning on students, communities and academic staff and in collaboration with colleagues from the European Network of Occupational Therapy in Higher Education she is currently engaged in exploring how community-university partnerships are used in European occupational therapy education.

Course Title: BSc. in Occupational Therapy

Subject: Occupational Therapy

Year: 3rd Year Students

Number of Participants: 18 - 25 Students

Hours: 120-160 hours of community engagement, 24 Hours Group Seminars, 120 Hours individual study

Credits: 12.5 ECTS

Length: 24 Weeks (2 Semesters)

Community Partners: Previous partners have included: MS Society, Galway Simon Community, Galway Hospice Foundation, RehabCare, COPE Services, The Alzheimer Society of Ireland, and AIDS West.

The Emerging Areas of Occupational Therapy Practice Module has a core aim of enabling students to collaborate with community organisations in order to address occupational participation and wellbeing. Since its inception in 2006 the module has undergone substantial developments and changes in response to emerging community needs and developments in occupational therapy theory and practice.

Between 2006- 2008 the primary focus of students' work was to develop occupational therapy needs assessments for local community organisations who were unable to access statutory services for their clients. During this period occupational therapy students worked with 35 different voluntary organisations in Galway city and county.

In 2008, in response to changing economics circumstances and expressed community needs the module was revised and expanded to include development of occupational therapy programmes for the community organisations. These programmes were designed to meet some of the needs

identified in previous reports and were delivered by occupational therapy students with supervision from academic staff. The overall aim of the work was to encourage students to use their occupational therapy knowledge and skills to develop sustainable programmes which supported the participation of service users in valued occupations. Between 2008 - 2012 approximately 45 different projects were successfully completed by occupational therapy students. In 2012 following discussion with communities, students and external advisors we have taken on a challenge of developing a cross-sectoral community project which supports participation.

Speech and Language Therapy - Aphasia Outreach Programme

Course Director: Ruth McMenamin

Ruth McMenamin graduated from the University of Ulster at Jordanstown in 1996 with a 1st class honours degree in BSc Speech and Language Therapy. Her first clinical post was within a care position in the Midland Health Board, she was subsequently appointed as an A/Senior position in Tullamore General Hospital within a year of her graduation. In 1997 she joined the team in the Mater Misericordiae Hospital where she gained experience across all clinical areas in the acute care setting. She continued her professional development by participating in ongoing training throughout her clinical career. She was appointed Senior in Neurology in 1999 in the area of Spinal Injury until 2004. In 2003, Ruth completed an MSc in Health Informatics at Trinity College Dublin and she left the Mater in 2004 to take up her present post lecturing in acquired communication and swallowing disorders at NUI Galway.

Course Title: BSc. In Speech & Language Therapy

Subject: Aphasia Outreach Programme

Year: 4th Year

Participants: 25 Students

Hours: 8 hours Tutorial Support 10 hours in the community

Credits: Pass/Fail

Length: 1 Semester

Community Partners: Speech and Language Therapy Department, Galway, HSE, People living with aphasia after acquired brain injury in the Galway Region.

In 2005/2006 a Service Learning module was designed for the undergraduate Speech and Language Therapy (SLT) curriculum and NUI Galway. SLT students are trained as conversation partners and matched with people with aphasia living in the local community. Aphasia is an acquired communication disorder caused by brain damage. It is characterised by an impairment of language modalities speaking, listening, reading and writing (Chapey, 2001). One of the most disabling consequences of aphasia is the way that it excludes the person from conversation (Rayner and Marshall 2003). Students' weekly conversational visits link community service with academic study and result in a new understanding of Aphasia. Preliminary evaluation over the past two years suggests that the Aphasia Outreach Module has positively impacted students and community partners. Students have reported that the skills developed during their Service Learning module will benefit their clinical skills across client groups and settings. Community partners are very positive about the university-community collaboration and the opportunity to engage with students. Service Learning as a pedagogical approach is also supported by academic staff. The aphasia outreach module has now been embedded as a core component in the SLT curriculum at NUI, Galway.

Introduction to SSM's

In 2008, as part of the new Medical Curriculum in Ireland, the College of Medicine, Nursing and Health Sciences at NUI Galway introduced a suite of Special Study Modules (SSM) to enhance

the learning and teaching experience of Medical students. Another objective of the SSM's is to introduce students to issues related to medicine and care but that are not necessarily core to the traditional medical curriculum. Over 60 SSM's are in existence and 15 of them have a community underpinning and may involve students engaging in service capacity with the local community. Each SSM carries a credit weight of 2.5 ECTS and is optional, thus each student can choose the SSM that meets their particular interests.

SSM in Adolescent Medicine

Discipline: Paediatrics

Title: SSM in Adolescent Medicine

Module Directors: Dr. Rosemary Geoghegan, Dr. Gerard Flaherty

Year: 2nd Year

The Special Study Module (SSM) in Adolescent Medicine casts a light on an often forgotten area in medicine, namely adolescents, who need special and vital supports. This module enables the students to engage directly with the adolescent community, to learn about the paediatric conditions facing this community, topics of general interest and how to deal and work with the issues facing this population.

SSM in Sign Language

Discipline: Medicine

Module Title: SSM in Sign Language

Module Directors: Stephen Curran, Dr. Gerard Flaherty

Year: 1

This Special Study Module (SSM) in Sign Language aims to skill the medical students in basic Sign Language so that they have the ability to communicate with patients who may be deaf or have a hearing impairment. Each year the students offer a service through this module and in 2012 they produced an instructional DVD in Sign Language in collaboration with CELT, aimed at developing an understanding of this language among health care workers in the HSE. In 2011, the students engaged with the advocacy organisation Deaf Hear whereby the students communicated with the clients in Sign and measured blood pressure. This module offers students an insight into health care and communication issues facing a member of the Deaf community in Ireland. At the end of this module, the students deliver a presentation on their experience and usually offer this in Sign and verbally.

SSM in End of Life Enhancement

Discipline: Medicine

Module Title: SSM in End of Life Enhancement

Module Directors: Dr. Dympna Waldron, Dr. Eileen Mannion, Dr. Gerard Flaherty

Year: 1st Year

In collaboration with the Galway Hospice, students learn about issues of dying and from the perspective of dying patients. In particular there is a focus on the issues that are of importance to people's quality of life in their final stages of life. This involves the students visiting the Galway

Hospice and learning about the work of this vital service within the community and the experiences of patients during the final stages of life.

SSM Nursing Home Care

Discipline: Medicine

Module Title: SSM Nursing Home Care

Module Directors: Dr. Michelle Canavan, Dr. Gerard Flaherty

Year: 1st Year

Students of this SSM in partnership with a local nursing home, St. Mary's Nursing Home, address different aspects of nursing home care within Ireland including staffing, quality of care, community care, primary care and the role of allied health care professional teams. In addition, students also aim to build up leisure resources in the nursing home and they donate books to the nursing home library.

Nursing in the Developed and Developing Worlds

Course Director: Dr. Dympna Casey

Dr. Dympna Casey (RGN, BA, MA) is a registered general nurse with expertise in care of the elderly and working in developing countries. She has worked in several different cultures including Australia, Sudan, Kosovo and Angola. Currently she is a Senior Lecturer in the School of Nursing & Midwifery at the National University of Ireland Galway. Her specialist subjects include service learning, structured education, self management of chronic diseases, health promotion and research. She teaches across a range of programmes and supervises students undertaking research dissertations at postgraduate and PhD level. Her research interests include issues relating to service learning, culture and health, chronic illness, health promotion, and care of older people.

Course Title: Bachelor of Nursing Science Programme

Subject: Elective Module International Nursing/Nursing in Developed and Developing Worlds

Year: 2nd Year - 3rd Year

Participants: Up to 30 students

Hours: 125 hours subdivided into: 24 hours lectures/seminars; 101 hours student effort, preparation for placement, preparation for coursework.

Credits: 5 ECTS

Length: Theoretical content delivered over one semester and a service learning placement takes place during summer period

Community Partners: Ranchoid Hospice, Kabwe, Zambia; Our Lady's Hospice, Lusaka, Zambia; Leprosy Clinic Ho, Ghana; Simanjiro Catholic Mission, Tanzania; Galway City asylum seeker centre, Salthill, Galway Traveller Movement and the Western Travellers Intercultural Development Centre Tuam .

The School of Nursing & Midwifery, through 'Nursing in the Developed and Developing Worlds' offers students a service learning exploration, either in Ireland or abroad, on how aspects of culture influence the health of individuals as well as the delivery of health care. The module is delivered through 24 hours of theoretical content plus up to four weeks placement in a national

or international setting. Predominantly students have chosen to undertake their service learning in Africa, namely Ghana, Zambia and Tanzania. During their service learning experience students have worked with local communities in health outreach clinics, Leprosy clinics and in hospices caring for HIV+ clients. Students explore the concept of culture in its broadest sense, including ethnicity, professional and informal care delivery, Western and other approaches to health care, and how cultural differences can affect the healthcare professional in everyday practice.

An 'Undergraduate Ambassador' Module in Mathematics

This elective module will offer students the opportunity to be placed with a teacher in a second level school. During this placement, the student will engage in activities supporting the mathematical learning of the second level students. These activities will include classroom observation and assistance, direct teaching, coordination of extra-curricular mathematical activities, and a special project of the student's own devising. The civic engagement dimension of their activity will give students space to explore their sense of social responsibility, and to experience the reward arising from successful personal contribution to a collaborative learning effort.

Biomedical Science

Course Coordinator: Dr. Lynn O'Connor

Course Title: Biomedical Science

Subject: Biomedical Science

Year: 2nd Year

Participants: Approx 50 Students

Hours: 10 hours student contact time with project supervisor. Approx 40 hours student-directed effort

Credits: 4 ECTS (5 ECTS 2013-2014)

Length: 10 weeks

Community Partners: Multiple. Past partners include local secondary schools, the Irish Kidney Association, Croí, local youth organisations and the African Community in Galway.

The Community Knowledge Initiatives in Biomedical Science aim to foster an awareness of the benefits that this student group can bring to the community and in so doing develop additional personal and academic skills. The projects are largely student-driven and as a result they learn to take control of their own learning and to develop imaginative ways of bring that learning to the community.

Students work in groups of ten with each group having a different project. Typically groups meet for one hour each week with academic supervisor for brain storming and update session.

In the past projects included an awareness campaign for organ donations. The students firstly researched the topic, dividing up the research between the group members. Subsequently they set up a Facebook page to promote awareness, they visited local schools and gave a presentation of the topic, they met with recipients of organs and those waiting to receive organs. Towards the end of the project they ran a fundraiser and raised 400 euro which on the final presentation day they donated to the Irish Kidney Association. The final presentation included the research they had carried out and how they brought that research and awareness to the community.

Another project aimed to provide an online Biology resource to Irish secondary schools, teachers and pupils. The students surveyed schools to assess the level of interest and specific

requirements, they developed laboratory practicals, set up and carried out the lab work, filmed the work and uploaded the final project to a web site that they themselves designed. Included on the web site was a section on "case histories" a component of the LC which students identified as difficulty from the survey. Students went on to make an android app which displayed videos and associated items of some of the laboratory experiments on the Leaving certificate curriculum.

This project is continuing.

Another project aimed at researching the Biomedical Research that takes in the University. The students then wrote a total of eight articles for the local newspaper.

One project linked with Croi and Dr Ger Flaherty to run a blood pressure awareness day in the University during which the students offered a free blood pressure clinic for the University community.

In 2011 a group hosted a awareness day for the "Irish Therapy Dogs". They wrote an a review of the role of dogs in medicine for the the associations website and designed a calender on behalf of the organization.

These represent a snapshot of the projects that are completed. Different projects develop different specific skills. All projects aim to foster an ability to work as a team, to take control of their own learning, to use their imagination and to generate creative ways to complete a task. In addition we aim to raise awareness of community responsibility and civic duty and worth. We also aim to empower students by revealing their self worth in the self-directed learning process by experiential learning.



ITALY SELECTION OF BEST S-L PRACTICES

The information on Service-Learning experiences in Italian universities was collected through a datasheet. We got very few answers, however it was possible to select four Service-Learning experiences which ranked relatively high on almost all the 14 Quality Standards developed in the Europe Engage project, so they are included in this selection of best Service-Learning practices. The data refer to the following two Italian universities:

- University of Padua (one experience)
- University of Bologna (three experiences)

SELECTED SERVICE-LEARNING EXPERIENCES

Service-Learning experience I – University of Padua (UP)

Course title: Community psychology

Title of the service-learning experience: Mentor-UP

General description of the service-learning experience:

Schools and community are a common site for implementing formal mentoring programs for youth at risk (ages 8-to 12). After 12 hours of training, students spend 2 hours each week with the mentee (one-to-one). Additionally the mentors have 2 hours every three weeks for supervision (in small groups). Activities (all in after-school time) include homework help, organized recreation and free time to socialize (sports, visit to museums).

Number of participants (students):

270

The service-learning experience was: Optional

Academic year:

2010-11, 2011-12, 2012-13, 2013-14, 2014-15

Length of the service-learning experience: October - June

Number of hours of direct service: 100

Academic credits assigned: 4

Community partners:

Gruppo giovani imprenditori, Confindustria-Padova, Ufficio scolastico provinciale

Description of the service component:

Learning goals:

Social competencies applicable in diverse workplaces, as how to establish a good relationship (emotional support, communication skills)

Course assignments for the service-learning experience:

Grading policy:

Links (web, blog, videos...)

<http://dpss.psy.unipd.it/mentor-up>

Service-Learning experience II – University of Bologna (Cesena campus)

Course title: Learning and social dynamics (Master in School and Community Psychology)

Title of the service-learning experience:

Monitoring a project of transition from school to job

General description of the service-learning experience:

The S-L experience was activated from the request of evaluating a training project addressed to young people, 15-18 years, who have left school and are looking for a job. The project aimed to reduce the hours of class study, and achieve daily moments of tutoring in all the departments of the supermarket (fruit and vegetables, bakery, butcher, etc.). During the small group activities, workers of the supermarket share their expertise as a tool for building a strict relationships with the youngers; at the same time, the young people involved in a non evaluative activity, out of the classroom, reduce their resistance to the learning processes.

Number of participants (students): 4

The service-learning experience was: Optional

Academic year: 2014-2015

Length of the service-learning experience: 6 months

Number of hours of direct service: 110, including the definition of the case study, activities in the field, data collection and report writing

Academic credits assigned: 16

Community partners: IperRubicone, a company of food distribution

Description of the service component:

Monitoring, data collection, report, discussion, evaluation

Learning goals:

To know in depth the organisational backstage of a large supermarket

To know the way in which learning processes are activated in a small group

To put in practice the relevance of the Zone of proximal development approach

To use some research tools

Course assignments for the service-learning experience:

Design the case study

Defining the tools: questionnaires and relevant issues for the semi structured interviews

Observation: ethnographic approach and field notes

Data analysis

Report about the experience

Final evaluation.

Grading policy:

Design of the case study: about 20%

Monitoring activities: about 50%

Report: about 30%

Links (web, blog, videos...):

Service-Learning experience III – University of Bologna (Cesena campus)

Course title: Psychology of adolescence (Bachelor in Psychology)

Title of the service-learning experience:

The magic circle

General description of the service-learning experience:

The project is an intervention of prevention of school problems in high school students. It is organised together by ARCO (society of community psychologists), local municipality, High School and University. Following a public call of the mayor addresses to all the young people living in the community, students and volunteers are recruited: after some training sessions (on adolescence, help relationship, empowerment), each student spend about 3-4 hours a week as mentor/tutor of a younger student with some difficulties, providing support in learning processes and relational problems. The tutors are supervised periodically by a psychologist of the Arco and by the academic teacher. At the end they present a report on their experience.

Number of participants (students): 2- 4 each year

The service-learning experience was: Optional

Academic year:

2010-11, 2011-12, 2012-13, 2013-14, 2014-15

Length of the service-learning experience: 3-4 months

Number of hours of direct service: 150,

Academic credits assigned: pass (idoneità)

Community partners:

Local municipalities, High schools, ARCO (Society of community psychologists)

Description of the service component:

Tutoring to a younger student with learning and relational difficulties

Learning goals:

To acquire competencies in help relationships

To acquire competencies in mentoring activities

To learn how to conduct psychosocial interventions of prevention and wellbeing promotion in school and community contexts

Course assignments for the service-learning experience:

Final Report about the experience

Grading policy:**Links (web, blog, videos...):**

<http://www.comune.cesena.fc.it/flex/cm/pages/ServeBLOB.php/L/IT/IDPagina/10290>

Service-Learning experience IV – University of Bologna (Cesena campus)

Course title: Evaluation of interventions (Master in Work and Organizational Psychology)

Title of the service-learning experience:

Evaluation of a training course

General description of the service-learning experience:

The training department of an entrepreneurs' association has a rather simple and administrative base system to assess training courses. The director presented to the students a specific training program for an administrative role, that was going to start in a couple of months, and asked students to design an evaluation programme. Five groups of students delivered five proposals for monitoring and evaluating the effects of the training programme.

After this, the best suggestions for the different proposals were considered, and a second group of students refined the interview checklist for different stakeholders and participants, the monitoring process, and ex post surveys, and phone interviews. Students visited the training centre and during the course interviewed staff representatives, teachers and participants to the training programme. Students analysed the collected data and wrote a short report that will be sent to the director of the Centre. Instruments used for the evaluation and collected feedbacks will be used by the Centre in future training projects. This S-L experience will probably be repeated next year: the collaboration has been included by the director in some projects that were submitted at the regional Institute and, if funded, will be run next academic year.

Number of participants (students):

1st group: 18 students

2nd group: 24 students

The service-learning experience was: Optional

Academic year:

2014-15

Length of the service-learning experience: 4 months

Number of hours of direct service:

60, including evaluation and survey design, data collection and report writing

Academic credits assigned: 1+1

Community partners:

The training department of an entrepreneurs' association

Description of the service component:

Design of the evaluation procedure

Design of the evaluation instruments (questionnaires and interviews)

Learning goals:

To know more in detail adult employees training design and delivery

To know and practice the difference between basic and applied research

To practice interview and observational skills

To know and practice the difference between writing a report for an academic jury and for an employer

Course assignments for the service-learning experience:

Report on the design of the evaluation procedure

Questionnaires and interview checklist

Report on the information collected

Grading policy:

Design and evaluation procedure: about 40%

Instruments, data collection and report writing were not graded, as included in an experiential course and graded for other reports

Links (web, blog, videos...):



LITHUANIA SELECTION OF BEST S-L PRACTICES

The information on Service-Learning experiences in Lithuanian universities was collected in a form of a datasheet, where each S-L practice within a Service-Learning course was described in a separate datasheet. A total of 10 experiences were collected from one Lithuanian University - Vytautas Magnus University.

Experiences of S-L were collected from the following faculties:

- Faculty of Social Sciences
- Faculty of Political Sciences and Diplomacy

Service-learning practices described in datasheets ranged from the academic year 2011-2012 to academic year 2014-2015. The best practices were selected on basis of 14 Quality Standards developed in the Europe Engage project. All practices that ranked high and low on 14 criteria are described below.

All S-L projects presented as best practices were implemented in framework of two B.A. programs courses ***Gender in Social Work*** (Department of Social Work, study programme Social Work, number of students more than 40 every year in 2012-2015) and ***Communication Management*** (Department of Public Communications, B.A. study programme “Public Communication”, 4 ECTS, number of students is about 200 in study year 2014-2015) and in MA programme in the course ***Sociology of Civil Society: E-Citizenship*** (Department of Sociology, MA study programme “Applied Sociology”, number of students fluctuates every year (2012-2015) from 10 to 25.

In the course *Gender in Social Work* students carried out service in social work agencies. In the courses *Communication Management* and *Sociology of Civil Society: E-Citizenship* students carried out service in civil society organizations, including communities and social service delivery organizations (day-care centres for children, disabled people; Caritas; institutional care homes, homeless shelters, food banks, blood donors centres; etc.); organizations which deal with development of civic processes (political parties, public services organizations); organizations working in the field of cultural activities or different policies.

According to evaluations provided by a teacher the course ***Sociology of Civil Society: E-Citizenship*** creates meaningful service-learning and is relevant to community partners and students. S-L in the courses meets a real civic need. The course explores issues that are vital to social, civic, cultural, economic and political society. Every individual, organization, and entity

involved in the service-learning functions as both a teacher and a learner. Defined goals are reachable and measurable for the specific S-L project. Goals and values are discussed with the community partner S-L is linked to the curriculum/study program of students. Teachers/academic staff are actively involved. S-L is integrated in the study program in a systematic way. S-L has credit recognition. Civic learning related to personal and social competencies, is an important category of students learning goals (beside academic learning goals). Academic theory is viewed in a real world context. S-L offers opportunities to learn and deepen understanding for all participants (students, faculty and community partners). S-L facilitates active, regular and ongoing student. Reflection is guided by teaching personnel. Reflection leads to understand diverse perspectives of challenges. There is a mechanism that encourages students to link their service experience to the academic curriculum. Support and coaching for students is ensured from academic staff. Support and coaching for students is ensured from community partners. Evaluation is included as an integral part of the S-L activity. Documentation is included as an integral part of the S-L activity. The service-learning activity is transdisciplinary. It is expected that the activity will have an impact in the community after its closing. The projects in the course have the resources to continue running in the future. The community is engaged in sustaining the program for the long-term. However, the teacher recognises that some elements are not developed enough and could be improved. The teacher stresses necessity to strengthen a role of the community. It is admitted in the evaluation that the community partners have not been sufficiently consulted (it was evaluated by category *neutral*), they were not sufficiently included into reflection activities and reflections. Reflections were not sufficiently guided by community partners (evaluation – *neutral*). Exchange and sharing of knowledge between university and community were not sufficient since there was not sufficient flow of knowledge, information and benefits in both directions between the University and its community partners in activities.

The second element which is considered as needed to be developed is a voice of students in planning, implementing and evaluating the S-L experience. According to evaluations of the teacher, the students are not encouraged enough to reflect upon effects of the community service. All these challenges show that this case still remains under influence of teacher-centered and university-oriented approach when students and communities are not empowered enough.

Other matters to be improved deal with necessity to create suitable and adequate time frame for learning in community settings and with community partners of S-L. The teacher thinks that service work is presented to the public in insufficient way. All these remarks and evaluations show that the teacher expresses critical reflections of the course and this critical evaluation creates a basis for improvement.

In the courses ***Gender in Social Work*** and ***Communication Management*** majority of measured aspects was evaluated positively. However the teachers of these courses singled out very similar challenges to those which were stressed by teacher in the course *Sociology of Civil Society: E-Citizenship*. This challenge is weak involvement of communities in organization of S-L. The community partners are not sufficiently involved in a systematic way by discussing goals and values of S-L is integrated in the study program. The community partners were not involved into guidance of students' reflections support and coaching of students. From survey it could be seen that all participants of S-L (individuals, organizations), didn't realise fully roles of both a teacher and a learner. In evaluation of this course there could be seen the same challenge which was mentioned in the course *Sociology of Civil Society: E-Citizenship* - students were not given a strong voice in planning, implementing and evaluating the S-L experience. So, similar processes and

tendencies are recognised in both courses *Gender in Social Work and Sociology of Civil Society: E-Citizenship* - insufficient involvement of students and communities in organization of S-L. The teachers mentions difficulties with organization of reflection activities and states that there are no efficient means and mechanism to encourage students reflections upon the effects of the service.

Both teachers of courses *Gender in Social Work* and *Sociology of Civil Society: E-Citizenship* note that service work is not presented to the public. This funding implies necessity to strengthen publicity and dissemination of service and its outputs in the public.

SELECTED SERVICE–LEARNING EXPERIENCES

S-L EXPERIENCE 1

Course title:

Sociology of Civil Society: E-Citizenship

General description of the service-learning experience:

This is a service-learning course, which involves contacts and experience with the “real world”, experts in the field, people engaged in the activity. In practice it means that the students of the course will spend time in organizations of civil society for “learning by doing” or, in other words, within this course the students will learn not only about citizenship, but also through citizenship or for citizenship. This type of learning is given a similar value (credits) as traditional learning via lectures and readership. The objectives of this course, therefore, are related to the goals of the Network, which aims “to promote citizens’ involvement and social participation in European policy making – to enlarge and activate democracy and participation”. The course is designed for the University students at the graduate MA level in Sociology, Political Science, Public Administration, Civil Society studies. The course “E-citizenship” is designed as a part of university education program and aims to: Develop “civic” attitudes – social responsibility, trust and “can do” attitude, which are important components of a viable civil society; Develop skills related to working effectively in and for the community, experience of effective communication in a team, working creatively individually and in a group, ability to analyze and solve problems of the NGO; Provide knowledge on civil society, its organization and interactions with the state, which would form the background for informed and well considered practical action and planning for it. Duration of the service is about 8 weeks, no less than 40 hours per semester.

Number of participants (students):

10-25

The service-learning experience was: Optional

Academic year:

2011-2012, 2012-2013, 2013-2014, 2014-2015

Number of hours of direct service:

A course - 1 semester (4 months; 16 weeks), service learning experience is about 8 weeks

Academic credits assigned:

6 ECTS

Community partners:

Civil society organizations, including communities and social service delivery organizations (day-care centres for children, disabled people; Caritas; institutional care homes, , homeless shelters, food banks, blood donors centres; etc.) ; organizations which deal with development of civic processes (political parties, public services organizations); organizations working in the field of cultural activities or different policies.

Description of the service component:

Students carry out a service in non-profit organizations/ communities /political parties which work in different activity fields (social services, education, cultural activities, politics, environmental issues, etc.) and are oriented toward social integration or deal with development of civic processes (political parties, public services organizations). Duration of the service is between 4-8 weeks, no less than 40 hours per semester. In organizations students accomplish a case study project and analyze different aspects such as strategic planning, leadership, interests negotiation, decision-making, volunteering, etc. The essence of practical assignments for students is to prepare a manual of how to better achieve certain goals and results. For example, if a student was involved in activities of organization which aims to assist ex-prisoners' reintegration into society, s/he has both to generate ideas of what could be the important initiatives and projects in that area and how the results of these projects could be better achieved and resources mobilized, taking into account the nature of the political process, social attitudes and other relevant circumstances. In such a way, the students will also learn to perform academic assignments with a "community value added" (through service-learning).

Learning goals:

The course aims to: Develop "civic" attitudes – social responsibility, trust and "can do" attitude, which are important components of a viable civil society; Develop skills related to working effectively in and for the community, experience of effective communication in a team, working creatively individually and in a group, ability to analyze and solve problems of the NGO; Provide knowledge on civil society, its organization and interactions with the state, which would form the background for informed and well-considered practical action and planning for it.

Grading policy:

1. Home assignments – (1-8 topics) – 50 percent of final grade (each home assignment – 6,25 percent, total 6,25*8 topics) 2. Exam (presentation of final case study report) – 50 percent of final grade.

S-L EXPERIENCE 2

Course title:

Communication Management

General description of the service-learning experience:

This course Communication Management (4 ECTS) is delivered in the 4rd study year for students who study in the programme "Public Communication". Students carry out a service in non-profit organizations which provide social services (day-care centres for children, disabled people; Caritas, women's crisis centres; etc.) and are oriented toward social integration or deal with development of civic processes (political parties, public services organizations). In organizations students accomplish a communication project in groups. Duration of the service is about 12 weeks, no less

than 30 hours per semester. During the course 'Communication Management' students accomplish 3 assignments on the basis of the service – (1) description of the project (with demonstration of a product or service); (2) reflexive diary (with diary entries after each visit in organization); (3) reflexive journal which is completed in the end of semester and is an extensive summary of reflexive diaries. The course has very strong focus on fostering reflexive skills and understanding of social, organizational and personal development processes

Number of participants (students):

More than 200

The service-learning experience was:

Mandatory

Academic year: 2014-2015

Length of the service-learning experience:

1 semester (4 months; 16 weeks)

Number of hours of direct service: 12 weeks, no less than 30 hours per semester

Academic credits assigned: 4 ECTS

Community partners:

Social service delivery organizations and communities (day-care centres for children, disabled people; Caritas; institutional care homes, homeless shelters, food banks, blood donors centres; etc.) ; organizations which are oriented toward social integration and/ or deal with development of civic processes (political parties, public services organizations).

Description of the service component:

Students carry out a service in non-profit organizations/ communities which provide social services (day-care centres for children, disabled people; Caritas, women's crisis centres; etc.) and are oriented toward social integration or deal with development of civic processes (political parties, public services organizations). Duration of the service is about 12 weeks, no less than 30 hours per semester. In organizations and communities students accomplish a communication project in groups. Main products and services: a communication strategy prepared for an organization; a plan and/ or set of advices and measures how to improve internal and external communication in an organization/ community and with external target groups; a work on organisation's / community's website, Facebook; production of films, leaflets; to organise and conduct event/ set of events, etc.

Learning goals: The course enables students: • To understand project management processes in different sectors (governmental, business, NVO); • To be able to work effectively with communication projects and be able to manage processes of inner and external communication • To understand and apply social responsibility approach in the processes of project and organization management. • To be able to work effectively in groups and teams

Course assignments for the service-learning experience:

During the course ‘Communication Management’ students accomplish 3 assignments on the basis of the service – (1) description of the project (with demonstration of a product or service); (2) reflexive diary (with diary entries after each visit in organization); (3) reflexive journal which is completed in the end of semester and is an extensive summary of reflexive diaries. The course has very strong focus on fostering reflexive skills and understanding of social, organizational and personal development processes

Grading policy:

Cumulative evaluation: 50 % – a project in organization. Students accomplish and present in oral and written form group work projects in organizations; 20 % - completion of reflexive diary (with diary entries after each visit in organization). The aim of this assignment is not only to develop reflexive skills and foster an understanding of social, organizational and personal development processes. This assignment is a way to monitor students’ attendance in sites of service. 30 %-completion of reflexive journal (learning log) which should be carried out in the end of semester. Besides development of reflexive skills, this assignment is focused on understanding of citizenship, social and communication processes, project management, group/ team dynamics.

S-L EXPERIENCE 3

Course title:

Gender in Social Work

Title of the service-learning experience:

General description of the service-learning experience:

This course ‘Gender in Social Work’ (4 ECTS) is delivered in the 3rd study year and is synchronised (goes simultaneously) with a course ‘Placement’ (6 ECTS). In the framework of the placement course students carry out service in social services organizations (day-care centres for children, disabled people; Caritas; institutional care homes, The Refugees Reception Centre, homeless shelters, etc.) and help organizations and communities in daily activities. Duration of this service - 5 weeks, not shorter than 115 hours per semester (23 hours per week). Since these courses are delivered during the same semester there is an occasion to combine service performed in the course ‘Placement’ with the course ‘Gender in Social Work’ by giving students assignments (analytical tools) to recognise, understand and describe gender issues in communities and sector of social services. During the course ‘Gender in Social Work’ students accomplish 2 assignments on the base of service – midterm assignment and final exam assignment.

Number of participants (students):

About 45 (every year)

The service-learning experience was:

Mandatory

Academic year:

2012-2013, 2013-2014, 2014-2015

Length of the service-learning experience:

1 semester (5 weeks)

Number of hours of direct service: 115 hours

Academic credits assigned: 4 ECTS

Community partners:

Social service delivery organizations and communities (day-care centres for children, disabled people; Caritas; institutional care homes, The Refugees Reception Center, homeless shelters, etc.)

Description of the service component:

Students carry out service in social services organizations (day-care centres for children, disabled people; Caritas; institutional care homes, The Refugees Reception Centre, homeless shelters, etc.) and help organizations and communities in daily activities (organization of events, home care for elderly people, activities with children from families at risk). Duration of service not shorter than 115 hours per semester (23 hours per week) – such big number of service hours is a result of conjunction of two courses ‘Placement’ (6 ECTS) and ‘Gender in Social Work’ (4 ECTS).

Learning goals:

- The course enables students: To understand and apply gender studies concepts and theories in social work practice; To understand and apply ideas of intersection of gender and other social-cultural factors in social work; To be able to evaluate critically feminist approach in social work; ;opportunities and limits of feminist theory and practice; To be able to apply ideas of social justice and attitudes of tolerance to diversity in social work practice.

Course assignments for the service-learning experience:

In the S-L site (social services organizations and communities) students participate in ordinary activities of organizations (delivery of social services). For the course “Gender and Social Work” students perform several assignments: 1) Students write paper work in groups by analyzing gender issues in S-L organization or community. Students have to describe gender issues in the organization/ community according feminist 4R methodology. 2) An assignment for final exam which is taken in the class comprise individual task for students to describe gender issues in the S-L organization/ community and connect them with main ideas of the course (gender socialization, gender order, gender roles, power relations, etc.)

Grading policy:

Cumulative evaluation: 20 % – assignment (group work) which implies description of gender issues in S-L community/ organization according 4R methodology; 20 % - 2 assignments in Moodle learning environment (every assignment - 10 %); 10 % - attendance and participation in lectures; 50 % - written exam (reflections of gender issues in S-L community/ organization by using concepts and ideas of gender studies and feminist approach)



NETHERLANDS SELECTION OF BEST S-L PRACTICES

The information on Service-Learning experiences in Dutch universities and higher education institutes was collected in a form of a datasheet. In these datasheets each Service-Learning practice within a Service-Learning course was described in a separate datasheet. The purpose of the datasheet was to collect information on Service-Learning experiences for creating a European database. Both datasheets from current and previous academic years were welcome. A total of two experiences were collected from the following Dutch universities and higher education institutes:

- Rotterdam School of Management, Erasmus University
- Leiden University College

Service-learning practices described in datasheets ranged from the academic year 2010-2011 to academic year 2014-2015. The best practices were selected based on 14 Quality Standards developed in the Europe Engage project and only those practices that ranked high on all 14 criteria are described below. In the case of the Netherlands, both Service-Learning experiences ranked relatively high on all 14 criteria, so both Service-Learning experiences are included in this selection of best Service-Learning practices.

That means that both selected experiences met real world challenges of the community and that they were meaningful and relevant to community partners and students. Issues vital to social, civic, cultural, economic and political societies were explored. Community organisations were valued as partners and have been consulted in the Service-Learning experience. There was a flow of knowledge, information and benefits in both directions between the University and its community partners in activities. Every individual, organization and entity involved in the Service-Learning functions as both a teacher and a learner. Defined goals were reachable and measurable for every specific Service-Learning project, and are discussed with the community partner.

Also, Service-Learning was linked and systematically integrated into the curriculum and the study-program, teachers and academic staff were actively involved and Service-Learning had the credit recognition. Civic learning relied to personal and social competencies, and is an important category of students learning goals besides academic goals. The academic theory was viewed in a real world context. The Service-Learning experience also offers opportunities to learn and deepen the understanding for all participants (including students, faculty and community partners). Students have actively collaborated with community partners in the design and planning of the project. Furthermore, Service-Learning facilitated active, regular and ongoing student reflection, which was

guided by teaching personnel (and to a more or lesser extent by community partners) and lead to understand diverse perspectives of challenges. There was a mechanism in place that encouraged students to link their service experience to the academic curriculum and to reflect upon the effects of the service. Support and coaching for students was ensured from academic staff and from community partners. Service-Learning offered adequate time frames for making experiences effective and sustainable and for learning in community settings and with community partners.

Finally, evaluation and documentation were included as an integral part of the Service-Learning activity; and to a more or lesser extent the service work is presented to the public and the work enables the community to enter into a public dialogue. The service-learning activity was transdisciplinary and sustainable, as it is expected that the activity will have an impact in the community after its closing.

SELECTED SERVICE–LEARNING EXPERIENCES

Service-Learning experience I - Learning by Doing: Consulting to social entrepreneurs

Course title: Learning by Doing: Consulting to social entrepreneurs

Title of the service-learning experience: -

General description of the service-learning experience:

In this minor, students will work as consultants to social entrepreneurs located in the Rotterdam area. Social entrepreneurs are of increased importance in our society due to trends such as the changing role of governments, an increased (global) interest in CSR and stakeholder management. The course focuses on drawing connections between literature and practice, based on the philosophy of experiential learning. Instead of working with fictitious cases, students will be working with real, existing organizations. This will allow them to apply the knowledge that you have gained thus far to a real-life situation. In addition, the work they will be doing is intended to benefit both their client organization and the larger community of Rotterdam.

Number of participants (students): The number of students normally ranges between 20 and 30 students. In the academic year 2014-2015, 21 students were enrolled in this course.

The service-learning experience was: Optional (minor at BSc level)

Academic year: This course started in the academic year 2005/2006, and has been given every year so far.

Length of the service-learning experience: 10 weeks (September – October)

Number of hours of direct service: Rather unknown, as every consultancy's intervention is unique

Academic credits assigned: 15

Community partners:

The community partners are pre-selected by the instructors (and an external agency: Feature Talent). Every year approximately seven community partners are involved, although it depends on the amount of students. It can range between seven and eleven community partners each year. Every community partner depicts a case or assignment, and every year the instructors work with new community partners. These community partners include a wide range of organizations, including: social enterprises, (corporate/endowed/private/family) foundations, non-governmental organizations, non-profit organizations, and associations.

Description of the service component:

During the course students work as consultants for organizations (mostly social entrepreneurs). The course is based upon the principles of experiential learning and service learning, which focuses on drawing connections between literature and practice. Instead of working with fictitious cases, students will be working with real, existing organizations. This will allow students to apply the skills and knowledge that they have gained thus far and are going to develop throughout the course to a real-life situation. In addition, the work they will be doing is intended to benefit the student, their

client organizations and the larger community. In this elective, students will design and execute a consulting project with an organization in order to resolve one or more concrete problems. This project will provide insight into a number of issues relating to stakeholder management, including entrepreneurship, the non-profit sector and interaction between market, governments and civil society and trends within the community. Students will also develop their consultancy skills while having the experience of working for a real organization as part of a team of consultants. Students will also make an active contribution to their client organization (and the community) in the form of an intervention and valuable recommendations.

Learning goals:

Students will:

1. become familiar with important issues and theories involving the non-profit sector, small businesses and organizational consulting;
2. develop skills in the application of theoretical concepts to real-life situations;
3. gain experience with actual issues that arise in the course of a consultancy project;
4. gain experience in finding, evaluating and applying relevant literature to the specific situation of a client organization;
5. develop and strengthen teamwork, presentation and writing skills.

Course assignments for the service-learning experience:

Individual assignment, consultancy assignment (consisting of three project components), and a final report (including team analysis).

The individual assignment: The primary objective of this assignment is to allow you the opportunity to consider the skills and qualities that you can contribute to the project – as well as the areas in which you may need help, development or support – before you start working on your consultancy project. It will also serve as an introductory tool with which you and your colleagues can pool your strengths to form optimal consultancy teams. There are three parts to this assignment: 1. A brief description of what you see as the job of a consultant, and your attitude toward this job; 2. A personal SWOT analysis (Strength, Weaknesses, Opportunities, Threats) with regard to the expertise and skills that you think you will need in order to act as an effective consultant; 3. A brief description of the qualities that your colleague consultants should have in order to be able to function as an optimal team.

The consultancy assignment consisting of three project components: 1) introduction to the organization and the problem, including an agreement/contract; 2) literature review; 3) final presentation.

Final report: The last component of the project consists of preparing a consulting report for the client with your recommendations, and an appendix for the instructors that analyses the overall process. The guidelines for this component of the project are necessarily generic, as each consultancy's intervention is unique.

Grading policy:

Individual assignment: 20%; consultancy assignment 30% (average of 3 components); intervision group sessions 10%; final report 40%

Links (web, blog, videos...)

<https://courses.eur.nl/#/2015-2016/detail/BKBMIN020>

Service-Learning experience II - Community Project: Multicultural Education in The Hague

Course title: Community Project: Multicultural Education in The Hague (part of our Global Citizenship curriculum)

Title of the service-learning experience: -

General description of the service-learning experience: Course on the politics of education in pluralistic societies. It is an interdisciplinary course in “education studies” – history, sociology, pedagogy, policy analysis.

Number of participants (students): 20 students per class (has been offered three times so far; twice per year)

The service-learning experience was: (Optional/Mandatory) Unknown

Academic year: 2014-2015

Length of the service-learning experience: -

Number of hours of direct service: Approximately 46 hours of direct service

Academic credits assigned: 10

Community partners: Two local secondary schools.

Description of the service component:

Students work as language tutors for "newcomer" pupils, focused on teaching speaking -- but also citizenship skills.

Learning goals:

Be able to discuss the philosophy, history, and policy and practical classroom changes of multicultural education. Learn to work with groups of different backgrounds.

Course assignments for the service-learning experience:

Weekly reflection papers on service and academic readings (submitted graded as portfolio at end of course); midterm reflective essay; final research essay; class participation.

Grading policy:

Grade is based on written work and participation, just as in other courses. Students cannot pass course if they do not submit all work, and if they do not carry out their service duties.

Links (web, blog, videos...): <http://engagethehague.nl>



PORTUGAL SELECTION OF BEST S-L PRACTICES

The information on Service-Learning experiences in Portuguese universities was collected in a form of a datasheet, where each S-L practice within a Service-Learning course was described in a separate datasheet. A total of 4 experiences were collected from the following Universities:

- Universidade Nova de Lisboa - Nova School of Business and Economics
- INSTITUTO POLITÉCNICO VIANA DO CASTELO
- INSTITUTO POLITÉCNICO DE SETÚBAL
- ISPA – University Institute

Service-learning practices described in datasheets ranged from the academic years 2011 to 2015. The best practices were selected based on Quality Standards developed in the Europe Engage project.

The selected experiences are focused on community-based learning opportunities, and there is some evidence concerning its relevance to both the community partners and the students. Autonomy in the capacity for self and learning organization, the value of civic participation was considered to be an added value.

The practice of S_L and practices associated to Community-based learning are integrated in the Courses and Experiences Syllabus, and ECTS are integrated in the courses selected.

It would be emphasized the trans-disciplinarity of the selected academic/ community Practices.

SELECTED SERVICE-LEARNING EXPERIENCES

S-L EXPERIENCE 1

Course title: **Impact Management**

Title of the service-learning experience: **Communication and leadership**

General description of the service-learning experience:

Our main goal is to engage students in the society. The students select an area for community participation, that is organized individually within the available organizations.

Number of participants (students): **2011 – 2014 – 400 students**

The service-learning experience was: **mandatory**

Academic year:

Length of the service-learning experience: **1 semester**

Number of hours of direct service: **40**

Academic credits assigned: **3**

Community partners:

90 community – based organizations

Description of the service component:

We have an organizational structure with 8 faculty members who have developed expertise within social challenges, e.g. developing community development projects; alternative management initiatives, community challenges, communication and leadership skills.

Learning goals:

Our mission is to develop and promote soft skills in students. We want a holistic training for our students, we try reconcile an academic training with interpersonal training. For us the involvement in society is very important. Create a close relationship with partners is fundamental for them growth.

Course assignments for the service-learning experience:

Individual project

Group assignment

Grading policy:

0-20

Links (web, blog, videos...)

<http://movimentotransformers.org/sobre-nos/resultados/>

<http://noticias.universia.pt/atualidade/noticia/2014/05/15/1096787/voluntariado-transformers-recrutam-novos-membros.html>

S-L EXPERIENCE 2

Course title: ARTS AND CULTURAL MANAGEMENT

Title of the service-learning experience: ACTIVITIES IN THE COMMUNITY

General description of the service-learning experience:

The syllabus is divided into four units. The first two promote an introduction to the terminology of the area at the same time they provide an overview of the role of art and culture in social change. The third, prepares students for the first intercultural experiences in terms of community service and citizenship issues. And in the last unit, it is explored the service learning methodology in the community context, emphasizing a reflective practice.

Number of participants (students): **23**

The service-learning experience was: **optional**

Academic year: **2014-2015**

Length of the service-learning experience: **1 semester**

Number of hours of direct service: **32 HOURS**

Academic credits assigned: **4**

Community partners: **Cultural Associations such as Food Bank Against Hunger, the Office for Assistance to Family, the Cocoon Shelter - Methamorphys, Cultural Centre of Alto Minho, ao norte - association and audiovisual production animation and AISCA - Association of social, cultural and artistic intervention**

Description of the service component:

The mission of these organisations is to promote the support and facilitate community participation and the exercise of active citizenship, contributing to social cohesion and the welfare of the local population.

Learning goals:

At the end of this course the students are able to (i) Be engaged in community problems; (ii) Promote civic and social responsibility through interaction within the scope of community services; Use Service-Learning methodology of work within the real work contexts; (iv) Use cultural terminology, to act effectively with the community.

Course assignments for the service-learning experience:

The 32 hours are held in the classroom and in partner cultural organisations. The lecturers imply use of expository and illustrative methods, with conducted analysis and debates coordinated by the teacher and guests from partner organisations, who provide basic information on service-learning methodology, volunteer service, education and citizenship, role of art as a tool for social change. the continuous evaluation focus on the understanding of the whole process, such as the development of the works proposed (research/observation; exploration/project;

application/presentation). Attendance, interest and student participation are also evaluated. Theoretical/practical classes, combining practical approaches with individual and group activities. Assessment methodology: one portfolio+ attendance, community work and a public presentation together with publication in the School online Journal
<http://www.es.e.ipv.c.pt/revistadialogoscomaarte/>

Grading policy:

0-20

Links (web, blog, videos...)

<http://www.es.e.ipv.c.pt/revistadialogoscomaarte/> ;

www.figacipvc.wordpress.com ;

<http://creativeconnexions.eu/dc> ;

<http://www.uniaraxa.edu.br/ojs/index.php/evidencia>;

S-L EXPERIENCE 3

Course title: **Competence File**

Title of the service-learning experience: **Individual Competences Mapping**

General description of the service-learning experience:

The acknowledgement of the need for complementary and autonomous learning opportunities to the formal curriculum, the curricular unit was developed. This course is transversal and is available for all students, and it is assisted with a tutorial faculty support, that credits the acquired competencies.

The students are encouraged to build their own learning path through the participation within community initiatives or projects that are additional to their school schedule.

The learning experiences are associated with scientific and technical domains, on one hand and professional, social or citizenship on the other.

Number of participants (students): **23**

The service-learning experience was: **optional**

Academic year: **2014-2015**

Length of the service-learning experience: **Equivalent to 1 semester**

Number of hours of direct service: **135 – 60 of Community Contact**

Academic credits assigned: **5**

Community partners

Local Schools

Associação José Afonso

Description of the service component

Because the syllabus is individually tailored and negotiated with the student and the tutor, the concrete learning aims and specific content is organized student by student.

Possible content Domains:

- a) Technical, scientific, Professional or artistic – Involves the participation in diverse activities that contribute towards the strengthening of learning experiences, e.g. Conferences, courses, organizing events, field visits to museums, or community contexts)
- b) Social/citizenship – Involve the participation or organization of activities in the community such as volunteering, participating in associations, in student exchange activities, in school bodies representing the students, and other national or international organizations.

Learning goals

Each tutor has an average of 15 students to develop activities both individually and in groups. Each tutor follows the student during the 3 years undergraduate program.

The competence folder is organized with the tutor that shall be responsible for the student evaluation and course completion.

The strategies of self-organization and self-learning efforts and initiatives are valued, within and outside the University Campus. Initiatives aimed at personal, social and Professional levels are emphasized.

Specific learning goals:

- (i) the broadening to the contexts and situation in which the students are involved;
- (ii) the incentive towards reflection on the paths and learning experiences;
- (iii) The critical reflection on autonomy and individual choice and proactive attitudes towards the learning paths,

Learning presupposes the involvement and participation of the student in concrete activities. These activities are to be validated by the tutor that also provides the framework of the products that are eligible to certify each learning experience (e.g. reports, plans, narratives, etc.) submitted for validation.

Course assignments for the service-learning experience

The intervention plan (content, actions, schedules) of the student are to be negotiated with the tutor. For each selected activity there is a justification memorandum and the instruments to gather information and systematize the learning experience.

The prevailing strategy to monitor the on-going activities is through regular meetings with tutors, both individual and in group.

Typical Procedure:

1^a Session (initial): First 15 days of the 1^o Teaching Semester of each School year – for the integration of the students in the course, to clarify the specific aims and provide information on the intended learning outcomes.

2^a e 3^a Sessions: Between January and April – to clarify questions and doubts and the support to the learning activities.

When students are already integrated or in the 2nd or 3rd school year, the meetings are scheduled individually or in small group discussions adjusted to the participant's calendar. These events are aimed at continuing and formative evaluation and guidance.

Grading policy

Continuing evaluation - The significant learning experiences are to be credited according to the relevance for each study plan, and integrated in the negotiated plan between the student and the tutor.

The learning experiences are to be identified and organized by the student in a report or individual portfolio that shall aggregate the different products developed by the student, with a descriptive and reflexive component (10 to 20 points).

A student that does not obtain the minimum of 10 points in one report does not add a credit or fraction for that report

The schedule for delivering the products is defined student by student with the faculty or tutor.

The products are analysed and discussed in a session specifically scheduled for that purpose.

Considering that the course may take place through the course length, there only be a grade publication until October and considering the previous school year with final or progress grades.

The grades are filled by the tutor and contain the credits obtained, including the fractions (minimum fraction is 0.5 ECTS).

Considering the nature of the Curricular Unit there is no possibility <http://studentski.hr/studenti/vijesti/intervju-kolegij-posvecen-psihologiji-posvojenja-u-potpunosti-prilagoden-metodi-drustveno-korisnog-ucenja>

Considering the type of curricular unit there is no possibility for an exam. The student may enhance the grade through the following strategies:

- (i) Improving products presented;
- (ii) Replacing products by other with higher quality

The student should explain the intention to probe for a better grade and agree with the tutor on how the process shall take place.

Links (web, blog, videos...)

Alves, Mariana (2010) Aprendizagem ao Longo da Vida e Políticas Educativas Europeias. Ed. UIED, FCT-UNL, Lisboa

Pires, Ana (2005) Educação e Formação ao Longo da Vida: um estudo dos sistemas e dispositivos de reconhecimento e validação de competências. FCT/Fundação Calouste Gulbenkian, Lisboa

Revista Mediações - Volume 2, nº 2 (2014) Educação Formal, Não-formal e Informal: transversalidades e inter-relações.
<http://mediacoes.esse.ips.pt/index.php/mediacoesonline/issue/view/9>

S-L EXPERIENCE 4

Course title: **Community Development: Contexts of Practical Applications I**

Title of the service-learning experience: **Contextual Practical Applications**

General description of the service-learning experience:

Identify and describe the assets and characteristics of community practices in community development framework (programs, platforms projects, organizations among others)

Consolidating knowledge and skills focused on the practice of community development endeavors. Conceptualize significant diagnostic and characterization questions focused on community development (namely emphasizing potentials).

Provide opportunities for community-based learning, within a “service learning” perspective, and critical reflection on concrete social phenomena.

Provide opportunities for civic engagement in diverse situations within University/ Community Partnerships, emphasizing the potentials towards development of individuals, groups and communities.

Number of participants (students): **20**

The service-learning experience was: **mandatory**

Academic year: **2014-2016**

Length of the service-learning experience: **1 semester**

Number of hours of direct service: **30 Community Contact**

Academic credits assigned: **4,5**

Community partners (e.g.):

European Anti-Poverty Network

ANIMAR – Community Development National Association

CNACRP – National Confederation of Associations of Culture, Leisure and Sports

“Bairro Alto” – Commercial Association

Description of the service component

1. Introduction to the Theory and Practice of Community-Based Learning
2. The role of Civic Engagement in Community Development processes and paths.
3. Collaborative perspectives and mutual learning in Projects and Programs within University/ Community partnerships
4. The Community-Assets Approach
5. Collaborative and participative approaches to Community Development
6. *Community Practicum: Field Trips*

Learning goals

Students should be aware of basic concepts related with community resources, assets for community development through direct contacts and experiences; learn techniques associated with community profiling should also learn about the relevance of community-based learning and service learning frameworks has a strategy for civic engagement.

Course assignments for the service-learning experience

The classes are divided into theory presentation and practice in order to provide opportunities for the application of the models and theoretical frameworks presented. The evaluation will have to moments: the presentation of an individual or group report on a community project experience and intervention (50%), and an individual exam (50%).

The different teaching methodologies intends, firstly, to ensure the transmission of substantive knowledge about fundamental concepts, theories and practices, as well as to develop students' capacity for analysis and critical reflection on the topics studied.

Grading policy

0-20

Links (web, blog, videos...)

Ornelas, J. (2011). *Psicologia Comunitária in* Cunha, M., Lopes, M., Palma, P. & Ribeiro, R. *Psicologia Aplicada*. Lisboa: Editora RH

Rubin, H, Rubin, I (2008) *Community Organizing and Development*. Boston, MA. Pearson

Weil, M. (2005) *Handbook of Community Practice*. Thousand Oaks, CA. Sage

Melaville. A.;Berg, A.C.; Blank, M.J. (2006) *Community-Based Learning: Engaging Students for Success and Citizenship*. Omaha: University of Nebraska, Partnerships/Community Barbara A. Holland Collection for Service Learning and Community Engagement (SLCE)

<http://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1034&context=slcepartnerships>



SPAIN
SELECTION OF BEST S-L PRACTICES

The information on Service-Learning experiences in Spanish universities and higher education institutes was collected in a form of a datasheet. In these datasheets each Service-Learning practice within a Service-Learning course was described in a separate datasheet. The purpose of the datasheet was to collect information on Service-Learning experiences for creating a European database. Datasheets from current and previous academic years were welcome. A total of one hundred and eight experiences were collected from the following Spanish universities and higher education institutes:

- Autonomous University of Madrid
- University of Almería
- Autonomous University of Barcelona
- University of Mondragon
- University of Navarra
- University of Valencia
- Pablo de Olavide University
- University of Deusto
- University of Granada
- University of Vic
- University of Cadiz
- Rovira and Virgili University
- School of Arts and Design
- Pontificia de Comillas University
- University of the Basc Country
- University of the Palmas de Gran Canarias

Service-learning practices described in datasheets ranged from the academic year 2010-2011 to academic year 2014-2015. Five best practices were selected based on 14 Quality Standards developed in the Europe Engage project and only those practices that ranked high on all 14 criteria are described below. Most Service-Learning experiences ranked relatively high on all 14 criteria. Five Service-Learning experiences were finally selected as best practices taking into account the scores but also that the information provided was complete.

That means that the five selected experiences met real world challenges of the community and that they were meaningful and relevant to community partners and students. Issues vital to social, civic, cultural, economic and political societies were explored. Community organisations were valued as partners and have been consulted in the Service-Learning experience. There was a flow of knowledge, information and benefits in both directions between the University and its community partners in activities. Every individual, organization and entity involved in the Service-Learning functions as both a teacher and a learner. Defined goals were reachable and measurable for every specific Service-Learning project, and are discussed with the community partner.

Also, Service-Learning was linked and systematically integrated into the curriculum and the study-program, teachers and academic staff were actively involved, and Service-Learning had credit recognition. Civic learning relied to personal and social competencies, and is an important category of students learning goals besides academic goals. The academic theory was viewed in a real world context. The Service-Learning experiences also offer opportunities to learn and deepen the understanding for all participants (including students, faculty and community partners). Students have actively collaborated with community partners in the design and planning of the project. Furthermore, Service-Learning facilitated active, regular and ongoing student reflection, which was guided by teaching personnel (and to a more or lesser extent by community partners) and lead to understand diverse perspectives of challenges. There was a mechanism in place that encouraged students to link their service experience to the academic curriculum and to reflect upon the effects of the service. Support and coaching for students was ensured from academic staff and from community partners. Service-Learning offered adequate time frames for making experiences effective and sustainable and for learning in community settings and with community partners.

Finally, evaluation and documentation were included as an integral part of the Service-Learning activity; and to a more or lesser extend, the service work is presented to the public and the work enables the community to enter into a public dialogue. The service-learning activity was transdisciplinary and sustainable, as it is expected that the activities will have an impact in the community after their closing.

SELECTED SERVICE–LEARNING EXPERIENCES

1.- Title of the service-learning experience:

Progressing in the use of ICT. A service-learning project for relatives.

Course title:

Information and communication technologies in Social Education.

University:

University of the Vasc Country (Euskal Herriko Unibertsitatea)

General description of the service-learning experience:

In a K-12 school of a neighborhood with population at risk of social exclusion, that works as a Learning Community, university students develop skills of the aforementioned subject through the provision of a service, which is to support students' relatives with the use of ICT. Most students are Roma.

Number of participants (students):

25

The service-learning experience was:

Optional

Academic year:

2014-2015

Length of the service-learning experience:

One semester.

Number of hours of direct service:

25

Academic credits assigned:

1

Community partners:

K-12 school of Elejabarri

Description of the service component:

The service focuses on responding to individual needs of family members participating in the experience on the use of ICT. For example, open and use an e-mail account, use a word processor,

information management in Internet for: job searches, request appointments in official entities, etc
...,

Learning goals:

Students will:

- Use technology resources for the development of educational intervention, as facilitating and flexible tools.

Course assignments for the service-learning experience:

A reflection diary.

Grading policy:

Direct observation of the development of direct intervention activities, and participation in sessions for reflecting on them. Analysis of the reflection diary.

Links (web, blog, videos...)

2.- Title of the service-learning experience:

Basics of the profession - Occupational Therapy

Course title:

Miquel Martí i Pol

University:

University of Vic-Central University of Catalonia (Universitat de Vic - Universitat Central de Catalunya)

General description of the service-learning experience:

Students, together with people with mental illness, have created and keep a garden that is open to everyone in the city. Gardening is a potential job opportunity for people with mental illness in this year more than 100 children from the School of Sinia participated in planting season plants.

Number of participants (students): 20

The service-learning experience was:

Mandatory

Academic year:

2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015

Length of the service-learning experience:

One semester

Number of hours of direct service:

3 hours per week

Academic credits assigned: 3

Community partners:

Medical Psycho-pedagogical Center Foundation; Caritas.

Description of the service component:

Labor integration of persons with mental illness; Creating and maintaining a garden that is open to all citizens.

Learning goals:

Students will:

- Understand the principles of the therapeutic relationship;
- Understand the basics of taking care of people with mental illness;
- Develop empathy;
- Develop gardening skills.

Course assignments for the service-learning experience:

Fieldwork - Participant observation - Field Diary - Readings - Technical photovoice - Search for scientific literature - work in social networks

Grading policy:

Three works are developed during the service-learning experience, based on the development of a field journal, on the management of social networks of the project, and on the reflection based on the review of the scientific literature.

Links (web, blog, videos...)

<http://www.salvadorsimo.org/proyectos/miquel-marti-i-pol/> / (on this page there are several links to videos, blog, facebook, etc...)

3.- Title of the service-learning experience:

Theory and Politics of Education; Theoretical Basis of Early Childhood Education

Course title:

Mothers unit in the prison system

University:

Autonomous University of Madrid (Universidad Autónoma de Madrid)

Autonomous University of Madrid (Universidad Autónoma de Madrid)

General description of the service-learning experience:

Mothers Units are an innovative and valuable resource for women who are facing criminal liability and have children in their care children can stay with them in a stimulating and safe environment for their development. The Ampara Association conducts various activities in these Mothers' Units thanks to a project approved by the General Directorate of Penitentiary Institutions (Ministry of Internal Affairs). These activities are aimed at children living in prisons because their mothers are serving sentences. These units are not conventional prisons, but specialized centers, designed to tailor treatment to the characteristics of the people who live there, extend the protection of the family to the prison environment and provide a special assistance to the child. Spanish law allows women who commit a crime and should go to prison may have with them their children under three years. The right of the children to be with their mother during the first years of their life is unquestionable, but also that those years elapse in the best conditions for their development. The Government understood that a prison is not the best place for children to spend the first years of their life and made a committed to build specific units for which the sentence of imprisonment of the mother did not have negative implications for the child, while the right of the children to be with their mother was guaranteed. Because its primary purpose is to improve the physical and psychological development of children of women subject to criminal sanction, it seeks to standardize as much as possible the lives of children admitted there. The law allows women who are serving sentences that they can live with their children in jail until they are 3 years. The aim is that all children living in the prisons have access every day to a "normal life".

Number of participants (students): 31

The service-learning experience was: Optional

Academic year:

2014-2015

Length of the service-learning experience:

One academic year

Number of hours of direct service:

100

Academic credits assigned: 1

Community partners:

AMPARA Association; General Directorate of Penitentiary Institutions (Ministry of Internal Affairs).

Description of the service component:

- To accompany children between 9 months and 6 years to the park so they can leave the prison and allow their mothers to participate in training workshops.
- Provide stimulating and entertainment experiences for the children.

Learning goals:

Students will:

- Understand the educational and learning processes in the period 0-6 in the family and social context.
- Understand the basis of early care.
- Recognize the cognitive, psychomotor, communicative, social, emotional characteristics of early childhood.
- Understand the pedagogical dimension of the interaction of the children with their peers and adults, and promote participation in collective activities, cooperative work and individual effort.
- Reflect critically on the following contents of the subject: The right to education, and equity in education.
- Experience personal responsibility in the activities, and initiate and test a communication and methodological style.
- Know the value of informal education contexts as learning opportunities for children ages 0-6, and discover their contribution to their development.
- Develop basic values (personal development of the students who provides the service): Self-esteem, personal balance, freedom, self control, respect, tolerance, empathy, appreciation of the other, justice, solidarity, cooperation, equality, peace or right to live in peace, health, and honesty.
- Reflect on the differentiating factors of the prison (inclusion, freedom, multiculturalism, etc.,) and relate them to the social rights recognized in our country and in the European Union.

Course assignments for the service-learning experience:

Task 1: Motivations and expectations. Data on the tasks, schedules, recipients, etc.

Task 2: Reflection on and social justice in Education

Task 3: Final Report

Grading policy:

- Self-evaluation: Evaluation of the academic, civic and personal learning goals; assessment of the service objectives
- Evaluation by the partner institution (AMPARA): the students, and the project.
- Evaluation by the university coordinator : The students (based on the evaluation of the tutor from the partner organization + rubric); the project (through the project monitoring and the students' reports); the network; teacher' self-assessment.

Links (web, blog, videos...)

4.- Title of the service-learning experience:

Bachelor's thesis - Technical Engineering in Telecommunications

Course title:

"Methodological strategies in the learning of children with Asperger"

University:

Rovira and Virgili University (Universitat Rovira i Virgili)

General description of the service-learning experience:

The work proposal arises in the first edition of the I Market of Social Projects that took place in Reus, with the objective of developing an interdisciplinary project for seeking solutions to the challenges posed by children with Asperger, working from different areas of expertise: Telecommunications Engineering, BA Psychology, MS in Educational Technology (e-Learning and Knowledge Management), and MA in Teacher Training for Secondary Education. The main problem of children with Asperger comes from the fact that most of their activities in schools are intended for neurotypical children. The aim of the interdisciplinary project is to provide methodological adaptation strategies that use new technologies and facilitate the improvement in learning by children with Asperger's.

Number of participants (students): 1

The service-learning experience was: Optional

Academic year:

2014-2015

Length of the service-learning experience:

3rd year, four months

Number of hours of direct service: 540

Academic credits assigned: 18

Community partners:

Asperger Association-TEA del Campo de Tarragona (ASPERCAMP)

Description of the service component:

As an interdisciplinary project it aims at finding solutions to the challenges related to learning by children with Asperger, from different degrees. The aim is to provide methodological adaptation strategies that use new technologies and enable the improvement of learning by children with Asperger. The work to be done by the student of Telematics includes the definition, design and implementation of a software application (a game) that allows to motivate and reward the children for doing their tasks.

Learning goals:

Students will:

Through this project, the following competences of the degree are evaluated:

- Original thesis that must be done individually and presented to a committee at the end of the degree. It consists of a project in the field of specific technologies of Telecommunications Engineering, with a professional nature, that synthesizes and integrates the skills acquired.
- Commitment to ethics and social responsibility as a citizen and a professional.

Course assignments for the service-learning experience:

Development of the project; final analytical work.

Grading policy:

Assessment report done jointly with the Association. Teachers monitor quality through the Service Learning Guide for Teachers.

http://www.urv.cat/aprenentatgeservei/es_professorat.html

Links (web, blog, videos...)

http://www.urv.cat/aprenentatgeservei/es_experiencies.html

5.- Title of the service-learning experience:

Bachelor's thesis of Chemical Engineering

Course title:

Water management project.

University:

Rovira and Virgili University (Universitat Rovira i Virgili)

General description of the service-learning experience:

The Municipality of Bellmunt of Priorat asked the university for advice regarding management of the water with high contents of lead and sulphates. During the 2012-13 academic year, students tutored by a professor, developed a project on water management with the aim of improving the quality of drinking water. Students presented the results to the community through various communication techniques (presentations, conferences and debates).

Number of participants (students): 2

The service-learning experience was: Optional

Academic year:

2012-2013, 2014-2015

Length of the service-learning experience:

4th year, 2nd semester

Number of hours of direct service: 300

Academic credits assigned: 12

Community partners:

Municipality of Bellmunt del Priorat

Description of the service component:

The main objective of the project is to find a treatment for water that is economic and easy to maintain (taking into account the current economic crisis and the supply of the small municipality), in order to ensure that people drink water that is free of contaminants.. Students have to apply their knowledge and competences for solving environmental problems and act as engineers. They also must know how to communicate their results properly with various groups (governments, environmental groups, etc.).

Learning goals:

Students will:

- Effectively apply knowledge of basic scientific and technological subjects of the degree in Chemical Engineering
- Demonstrate capacity for designing, signing and developing projects in the field of Industrial Chemistry, aimed at the construction, alteration, repair, maintenance, demolition, manufacture, assembly, installation or operation of: structures, mechanical equipment, energy installations, electrical and electronic installations, facilities and industrial plants and manufacturing and automation processes.
- Demonstrate knowledge, understanding and ability to apply the necessary legislation in the exercise of the profession of Industrial Technical Engineering, Industrial Chemistry specialty.
- Demonstrate knowledge and skills to organize and manage projects, and knowledge of the organizational structure and functions of a project office.
- Demonstrate the ability to design, manage and operate procedures.
- Demonstrate the ability to communicate information, ideas, problems and solutions to both a specialist and non-specialist public.
- Be able to adapt to a changing environment, resolve conflicts constructively, and foster an appropriate environment.
- Work in a team with shared responsibility.
- Commit to ethics and social responsibility as a citizen and as a professional

Course assignments for the service-learning experience:

A) Continuous reflection: assessment of the work done so far, changes deemed appropriate and strengthening the weakest points. B) Final Analytical work.

Grading policy:

The project is presented in front of a teachers committee and guests (external tutor, administrative staff). Results will also be presented to the residents of Bellmunt at the City Hall.

Links (web, blog, videos...) http://www.urv.cat/aprenentatgeservei/es_experiencies.html



UNITED KINGDOM SELECTION OF BEST S-L PRACTICES

The following report on Service-Learning best practice was created in 2016 by Cupp at the University of Brighton. The practices described were taken from data sheets returned to the University, a website search in relation to those who did not reply and an extensive interview with our Active Student Service at Brighton who coordinates a lot of our local programmes. A total of six service learning experiences are documented in the report based on 14-quality standard developed by the Erasmus+ funded Europe Engage.

The best practices were selected based on 14 Quality Standards developed in the Europe Engage project and only those practices that ranked high on all criteria are described below. These experiences met real world challenges of the community, were meaningful and relevant to community partners and students, that the programme has a value base and a strong principle of mutual benefit and that partners concerns are fed back into the development of the programme.

Service learning as a term is not in common usage in the UK, despite there being a central coordinating centre for this kind of work. In fact only one partner (the University of Glasgow in Scotland) has adopted this term, although there was some earlier activity under this name at Birkbeck University in London. The latter was led by John Annett, an American Professor who introduced the name and the concept into the university in the early 2000s. Since his departure it has not been sustained.

Terms in more general usage include: 'Community Based Learning' (Bristol,) or more commonly 'Student Community Engagement': Brighton, Edinburgh, Goldsmiths (where there also have a centre for research into Student Community Engagement) University of The West of England, Gloucestershire Nottingham, Sheffield, and Cambridge.

The National Coordinating Centre for Civic Engagement, a national network for community engaged work also uses this term, alongside public and socially engaged teaching. The terms volunteering, placements and practice based learning are also used to describe similar experiences, with volunteering modules often referring to accredited volunteering experiences. However the focus of practice based learning courses and those that have community placements often have a greater focus on employability and student development than mutual benefit and have not therefore been included under the best practice examples selected below.

The University of Brighton

Cupp at the University of Brighton is generally seen as a leader in this work. Starting with experiential modules in Personal and Community Engagement in 2004, these have expanded into a coining of the term ‘student community engagement’ and ‘student community research’ to describe this work, the former mainly incorporating ‘service learning’ activities for undergraduates, and the latter post graduate research projects brokered with community organisations. IN 2008 a commitment was included in our strategic plan to provide opportunities for all undergraduates to take modules working with community organisations, if they so wished. These are currently managed by our Student volunteering service, who now work with 25 different courses in different ways. While the majority of these are 20 credit points (200 learning hours), delivered at level 5 (year 2 undergraduate) and comply with the 14 best practice guidelines, there are some that focus more on professional experience than community benefit. Active Student – the universities volunteering service, look after the community relationships with these modules, sourcing these, often offering them to students via a volunteering fair and evaluating their experiences of working with students. Three best practice examples include:

Community Engagement Theory into Practice

Course Director: Stephanie Fleisher

Open to: option within all undergraduate degrees in the School of Social Sciences

Subject: Social Sciences

Year: 2nd year, (previously also offered in 3rd year, but recently withdrawn)

Participants: around 200 per year

Hours: 50 community based hours

Credits: 20 credits (200 learning hours)

Length: 2 semester course with 12 weeks of teaching

Community Partners: Students are able to choose their own community partners from opportunities advertised at a volunteering fair, with local community groups in the second week of the course.

This was originally the largest module across the university, and offered out to six different schools. More recently it was devolved to schools themselves to run and now appears in a number of different iterations. The shift from small group teaching to a lecture based course with small group tutorials has had an impact on attendance and this year students had to apply competitively for a place on the course, and a sign a commitment for a minimum attendance. It has improved attendance marginally. Community organisations are invited to comment on student attendance and commitment at their organisation and this is included in their assessment, although they do not have a formal assessment or grading role.

Community Engagement Action in Sustainable Development

Course Director: Leila Dawney

Open to: option within all undergraduate degrees in the Environment and Technology

Subject: Sustainable development

Year: 2nd year, (previously also offered in 3rd year, but recently withdrawn)

Participants: around 16 per year

Hours: 50 community based hours

Credits: 20 credits (200 learning hours) 10 credit option of 100 learning hours also available.

Length: 1 semester course with 6 weeks of teaching

Community Partners: Students are able to choose their own community partners from opportunities advertised at a volunteering fair, with local community groups in the second week of the course.

This module was due for substantial redesign this year, with a new tutor who is very interested in critical pedagogy. The majority of community based organisations work in some way as sustainable development activists. Unfortunately a period of long term sickness has meant she was unable to progress this, so it is being held, using its former structure and shape until her return.

Community Participation and Development

Course Director: Marylynn Fyvie Gauld

Open to: all students of applied social sciences on the Hastings campus, one of the few non optional modules.

Subject: community and voluntary sector activity

Year: 2nd year,

Participants: around 25 per year

Hours: 50 community based hours

Credits: 20 credits (200 learning hours)

Length: 2 semester course with 12 weeks of teaching

Community Partners: Students are able to choose their own community partners from opportunities advertised at a volunteering fair, with local community groups in the second week of the course.

As this module is led by the course tutor, and mandatory, there is good attendance, it is closely tied into work within the town in which the campus is based. Another version, offered to all Joint honours students on the same campus is called 'Learning through Practice' and while also compulsory it includes the option for practical rather than community based experience.

Community Media for Kenya (CM4T)

Course Director: Peter Day

Open to: all students of information sciences

Subject: community and digital technologies

Year: 2nd year,

Participants: around 25 per year

Hours: 2 weeks spent working in rural kenya with follow up work in the UK

Credits: 20 credits (200 learning hours)

Length: 2 semester course with 12 weeks of teaching

Community Partners: rural communities in northern Kenya, with parallel work with local communities in Brighton and Hove.

This module has been in existence in different iterations for more than ten years. Starting in local communities and looking at their communication needs, it has been expanded into a partnership with Northern Kenya. Students work with local Kenyan students to tackle digital communication problems in villages. They raise their own funds for the trip and communicate virtually with Kenyan partners prior to going and on return.

The National Coordinating Centre

The University of Glasgow

Is the only university in the UK that publicises work under the title 'service learning' currently.

Service in the Community

Course Director: Dr Susan Deeley

Open to: students of Social and Public Policy

Subject: social policy

Participants: around 25 per year

Hours: 8 weeks of six hours a week in a welfare agency in Glasgow

Credits: 20 credits (200 learning hours)

Length: One semester

Community Partners: inner city welfare agencies

Goldsmiths University

Goldsmiths now have a department for community engagement and a strand of work called Student Community Engagement Research. This provides opportunities for students to carry out research with community organisations as part of their degree or their masters studies. It is negotiated on an individual basis, more similar to science shop work.

S-L EXPERIENCE 3

Course title: **Psychology of adoption**

Title of the service-learning experience: **Team Adopta: Is elementary school system ready for adopted children?**

General description of the service-learning experience:

Students conducted a research designed to find out general knowledge and awareness about adoption, along with attitudes and prejudice that elementary school teachers and associates (psychologists, educationalists, speech therapist, etc.) have towards adoptive families.

Number of participants (students): **9**

The service-learning experience was: **mandatory**

Academic year: **2014-2015**

Length of the service-learning experience: **1 semester (cca 3 months)**

Number of hours of direct service: **80**

Academic credits assigned: **5**

Community partners

ADOPTA – non-governmental, non-profit organization for adoption support active in changing adoption procedure and developing support for adoptive parents, potential adoptive parents and adoptees

Description of the service component

Students were asked to find a community partner that has a problem or a need that needs to be met (with requirement that it had to be something to do with adoption). Students decided to contact Adopta which deals with a broad range of adoption issues on daily bases - conversation with managers revealed that they are interested in finding out what does elementary school personnel (teachers, psychologists, educationalists, speech therapist) think (or believe to know) about adoption – their attitudes, concerns, (mis)beliefs, plans, interpretations, actions, prejudice, etc. in order to provide better service to their clients and consequently design education for elementary school personnel. Through their project, students needed to thoroughly investigate current situation in Croatian elementary school system, review the literature in order to detect problem areas and most common difficulties adopted children face during their education, translate and adjust attitude towards adoption scale, construct a questionnaire to measure knowledge and prejudice of school personnel, contact dozens of school directors and try to persuade them to participate in the

research, gather data from school personnel, analyse data and put together a report for their community partner.

Learning goals

Learning goals were: to empower students, to identify social need within adoption context, to design and conduct a project that will meet social needs and to reflect critically to all aspects of a conducted project. In order to achieve that, students should have been able to:

- describe specificity of adoptive families
- use adequate terminology when communicating with adoptive families and community
- recognise the most frequent problems adoptive families encounter
- design and conduct education for potential adoptive parents, adoptive family members and wider social environment
- identify psychosocial problems in the community that are associated with adoption
- propose solutions to problems/needs in the community
- design and conduct a project to help with a problem/need in the community
- present a project in front of an audience and critically reflect all aspects of his/hers own project as well as others
- self-assess his/hers own work on the project, determine his/hers own capacities for team work and assess his/hers own interest for further work in the field of adoption

Course assignments for the service-learning experience

Students were to identify a community partner with a problem/need regarding adoption and try to establish collaboration; in communication with community partners and coordination with faculty teacher they were to determine the goal of the project and work out the details (who was in charge of what, what was to be done, in what time range, how will the effect be measured..) and on weekly bases report to the teacher about their progress; during their project they practice assertiveness, team work and communication skills but also their knowledge in subject of adoption since they could not educate others/investigate other people's knowledge about adoption if they did not master it themselves. At the end of the project students were to present their project to fellow students and two teachers which also helped them to practice communication and presentation skills and also to write a critical review regarding all aspect of their project and their entire work which is believed to improve critical judgement, writing skills and contemplation regarding future careers.

Grading policy

60% of students final grade is based on service learning project (evaluated by teacher, community partner and students themselves) and 40% of final grade is based on theoretical

and practical knowledge about adoption (20% based on weekly mini-exams and 20% based on oral exam).

Links (web, blog, videos...)

<http://studentski.hr/studenti/vijesti/intervju-kolegij-posvecen-psihologiji-posvojenja-u-potpunosti-prilagoden-metodi-drustveno-korisnog-ucenja>

