CIVIS Service-Learning Guide for Lecturers

For your information

Here are the names of the universities and their acronyms as we use them in CIVIS.

AMU	Aix-Marseille Université
NKUA	National and Kapodistrian University of Athens
UB	University of Bucharest
ULB	Université libre de Bruxelles
UoG	University of Glasgow
UNIL	University of Lausanne
UAM	Universidad Autónoma de Madrid
SUR	Sapienza Università di Roma
PLUS	Paris Lodron University of Salzburg
SU	Stockholm University
UT	Eberhard Karls Universität Tübingen

Introduction

CIVIS is a European Civic University formed by the alliance of 11 leading research higher education institutions across Europe: Aix-Marseille Université, National and Kapodistrian University of Athens, Université libre de Bruxelles, University of Bucharest, University of Glasgow, University of Lausanne, Universidad Autónoma de Madrid, Sapienza Università di Roma, Paris Lodron University of Salzburg, Stockholm University and Eberhard Karls Universität Tübingen.

It brings together a community of more than 470,000 students and 58,000 staff members including 35,000 academics and researchers.

This is the list of contributors and their universities
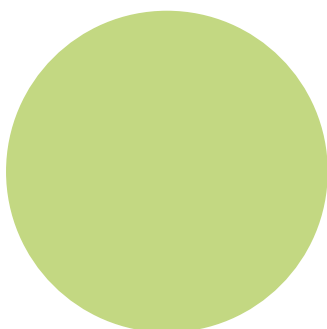
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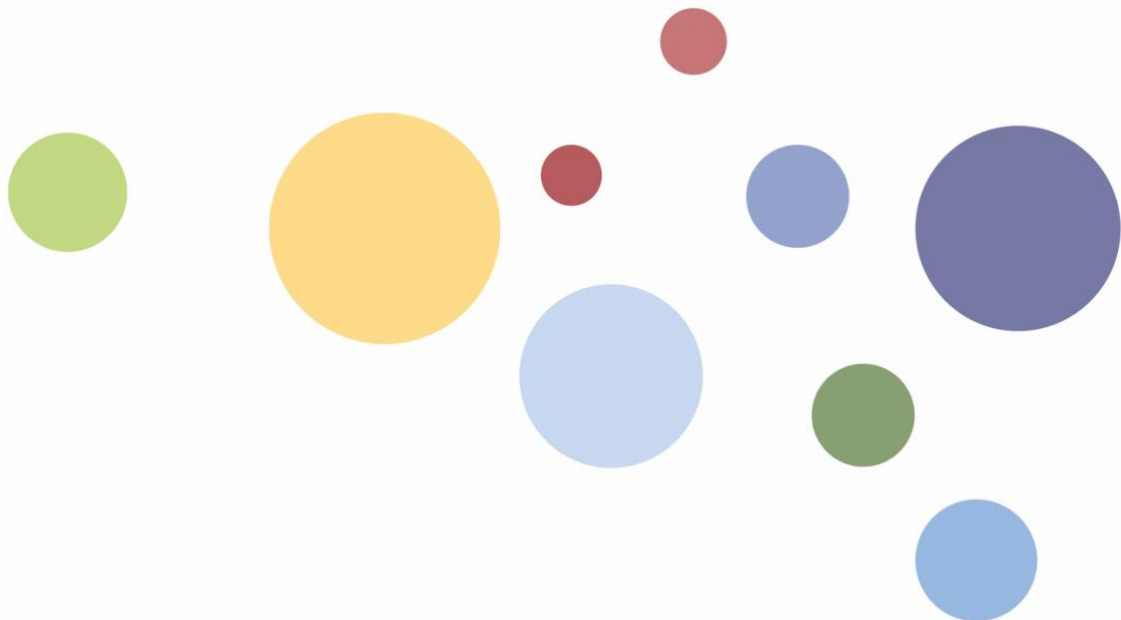**Service-Learning**

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1 Alliance
11 Universities
Countless Possibilities

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Purpose

Modern higher education focuses not only on academic learning and research but also on enabling students to become **socially responsible citizens, who are aware of their own role within society** (Erasmus+ Programme of the European Union Europe, 2017).

CIVIS, the Europe's Civic University Alliance of eleven European universities, and its African partner universities, have the goal to help reduce inequalities, increase access to quality training and create real opportunities for success for all students and staff members of the Alliance (https://civis.eu/en/discover-civis/civis-is). Therefore, promoting civic engagement throughout academia is a key pillar of CIVIS's goals.

Civic engagement (Ce) is one of the main tasks of universities. It is "also known by the terms 'social responsibility' or 'third mission'. Whichever term is used, they all refer to a range of initiatives, actions and activities designed by Higher Education Institutions (HEIs) to engage and involve various communities, organizations, companies, governmental bodies and other institutions external to academia, in order to work together both to make a difference in the life of cities, citizens and communities and to transform basic conceptions about what universities can offer individuals and society" (Arias *et al.*, 2022).

This guide aims to facilitate **lecturers (L)** at all CIVIS universities a tool for addressing the goal of combining academic knowledge with civic engagement in their educational activities by applying the pedagogical approach of **service-learning (SL)**.

SL is an excellent pedagogical approach to increase students' professional ability to advance the **responsible** application of science in society (European Commission, 1999), while also ensuring a reciprocal **transfer** between science and society. It offers lecturers an **exciting way of teaching and learning**, since by applying academic knowledge into practice with a social purpose, students can experience the results of their actions while learning and providing a service to the community. Reflecting on this process helps them to understand their role in creating such results, grow personally, acquire a set of transversal competencies, and commit to future actions (Dewey, 1916). Research has shown that students who participate in SL projects learn in a more comprehensive way and are more likely to become active in their community (Felten & Clayton, 2011).

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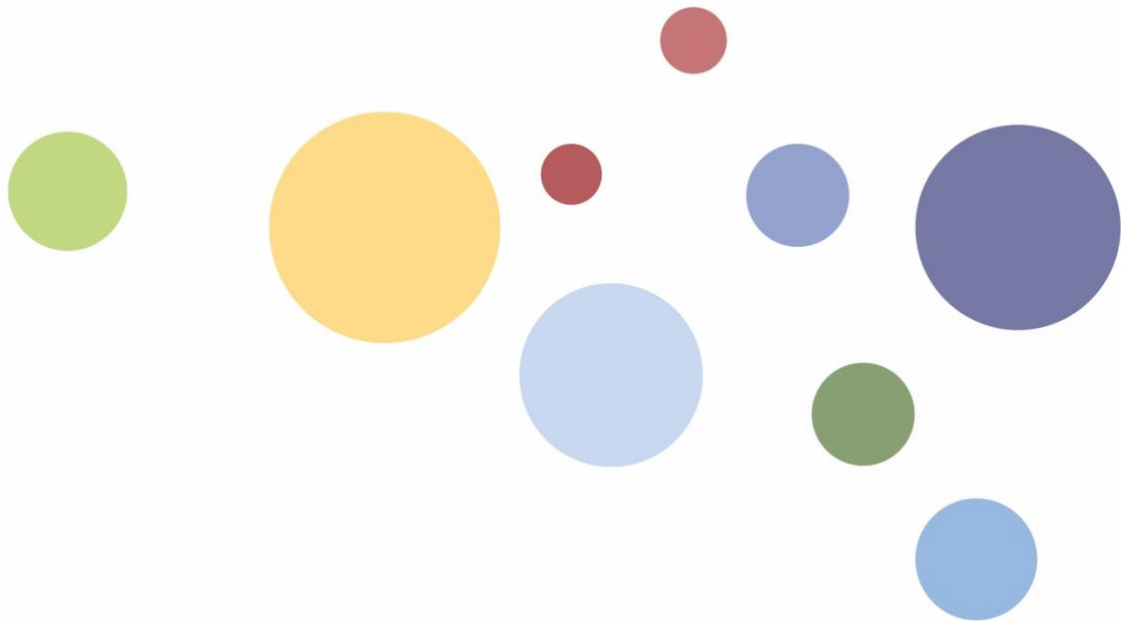
Who are we?

Since 2019, and thus since the beginning of the CIVIS-Alliance, SL experts (from now on "we") of several universities of the alliance have been working together to support the integration of civic engagement into academia through the **implementation** of SL projects:

1. In the Open Labs[1]

2. As part of the micro-programme Civic Engagement[2]

3. As BIPs (Blended Intensive Programmes)[3]

Other actions have been taken in order to **empower lecturers** of the CIVIS alliance to implement the SL methodology in their courses. For example, there has been workshops in the framework of CIVIS Pedagogies[4], like the workshop on e-SL, and online materials were published as open educational resources[5].

In addition, Erasmus+ fundings have been granted for promoting the use and institutionalization of service-learning at five CIVIS universities through the project "Service-learning intersectoral collaboration practices for the development of students' soft skills and socially engaged universities" (Ref 2022-1-FR01-KA220-HED-00008974). In the same way, there were national fundings like the German Academic Exchange Service-funded project at the University of Tübingen, which supported the development of activities in the CIVIS alliance, "TP-4 Development of service-learning formats with regional partners under the umbrella theme of sustainable development goals".

Therefore, in the framework of the CIVIS alliance, a service-learning tradition has been built with an international dimension for the promotion of intercultural work by addressing global topics, raising global awareness, and promoting active citizenship and integration of minorities in the community.

With this guide[6], we aim to give you, as a lecturer, a first insight into SL, its **key elements**, and different **forms, including international perspectives and digital means**. Additionally, it provides tips for the design and implementation of your own SL project.

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[1] https://civis.eu/en/engage/open-labs

[2] https://civis.eu/en/learn/course-types/civis-micro-programmes/micro-programme-civic-engagement

[3] https://civis.eu/en/learn/civis-courses/civic-engagement-in-europe-a-transdisciplinary-approach-1

[4] https://civis.eu/de/teach-and-research/opportunities/workshops-on-innovative-pedagogies

[5] https://lms-public.uni-tuebingen.de/ilias3/goto_pr01_crs_10263.html

[6] Parts of the content are adapted from the brochure "Integrating Civic Engagement into Academia – Service-Learning at the University of Tübingen" edited by the sub-section Civic Engagement and Service-Learning of the Transdisciplinary Course Program. In addition to our own experience, the work from Reinders (2016) and Miller *et al.*, (2015) shaped our understanding of SL.

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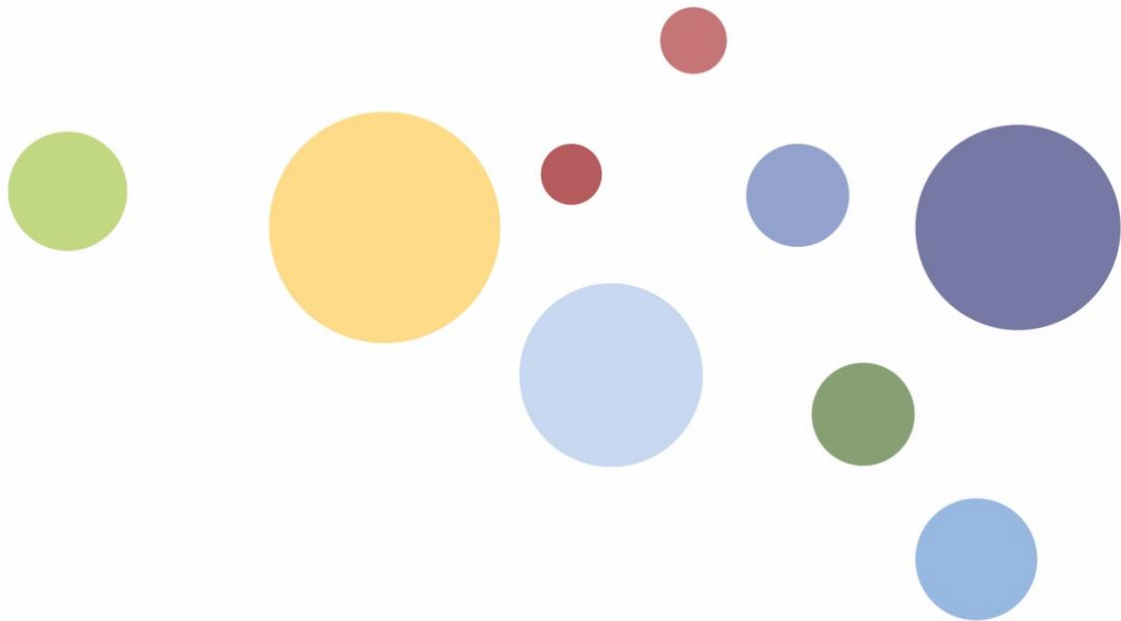
Why service-learning?

Service-learning, as an active teaching and learning methodology, creates a space where students, academics and community partners learn from each other, address together real societal challenges and needs and so foster change in society. SL brings many benefits for the different actors involved:

BENEFITS OF SERVICE-LEARNING

FOR STUDENTS[7]

- Leads out of the classroom and into the community.
- Enables practical experience: provides insights into professional fields and acquisition of further skills.
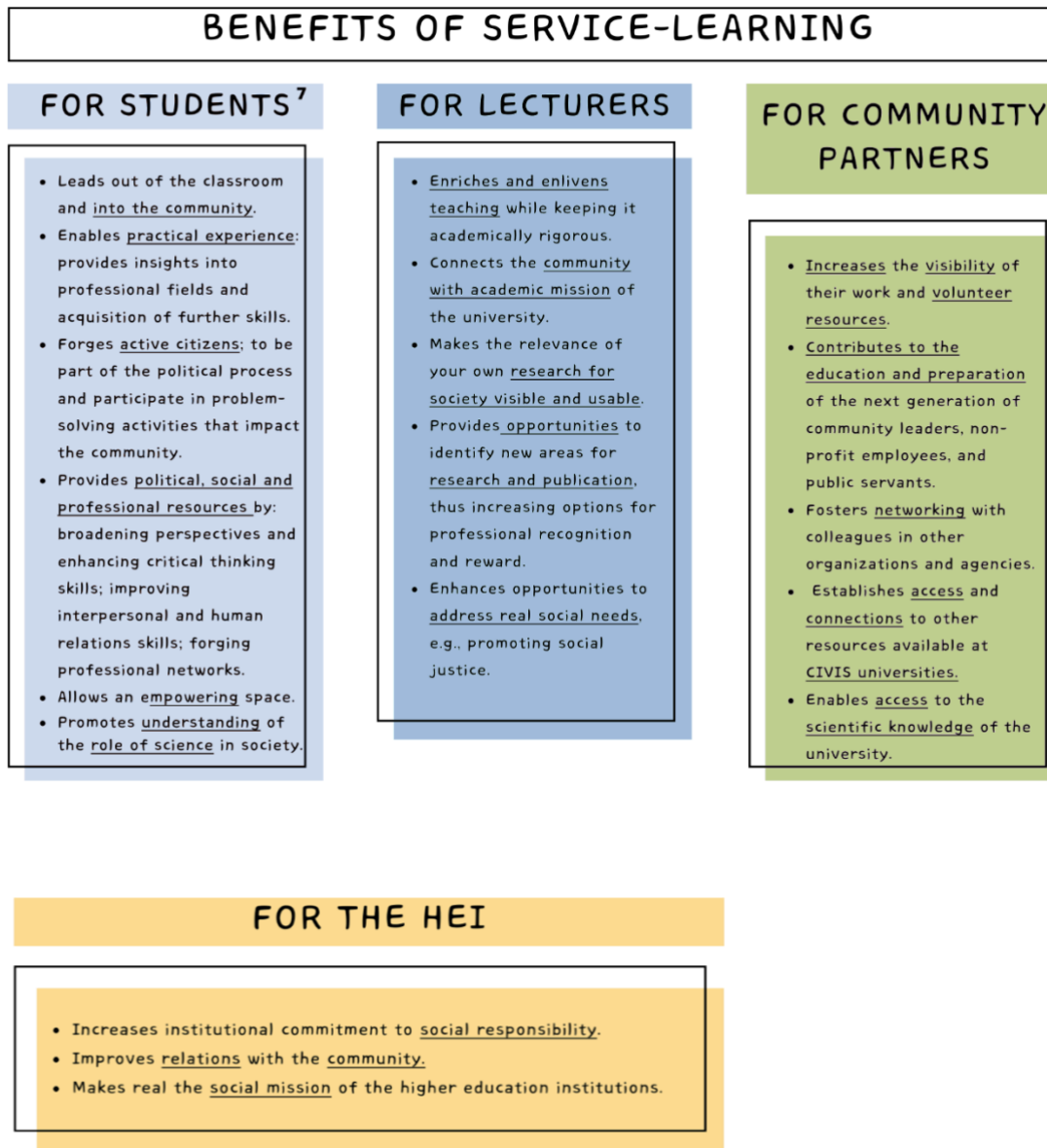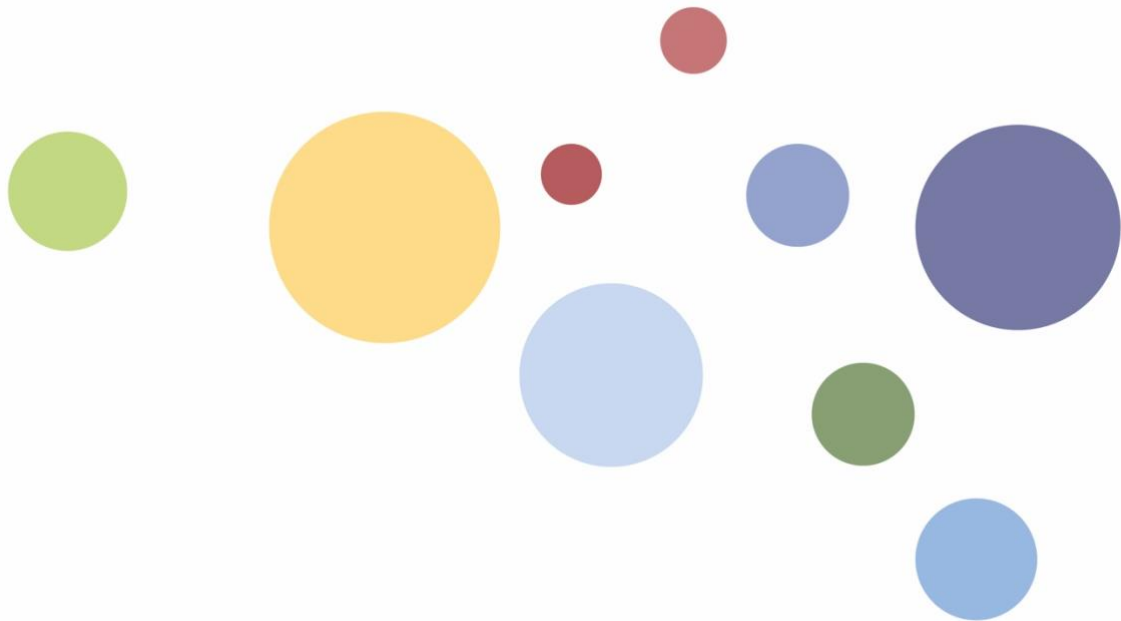- Forges active citizens; to be part of the political process and participate in problem-solving activities that impact the community.
- Provides political, social and professional resources by: broadening perspectives and enhancing critical thinking skills; improving interpersonal and human relations skills; forging professional networks.
- Allows an empowering space.
- Promotes understanding of the role of science in society.

FOR LECTURERS

- Enriches and enlivens teaching while keeping it academically rigorous.
- Connects the community with academic mission of the university.
- Makes the relevance of your own research for society visible and usable.
- Provides opportunities to identify new areas for research and publication, thus increasing options for professional recognition and reward.
- Enhances opportunities to address real social needs, e.g., promoting social justice.

FOR COMMUNITY PARTNERS

- Increases the visibility of their work and volunteer resources.
- Contributes to the education and preparation of the next generation of community leaders, non-profit employees, and public servants.
- Fosters networking with colleagues in other organizations and agencies.
- Establishes access and connections to other resources available at CIVIS universities.
- Enables access to the scientific knowledge of the university.

FOR THE HEI

- Increases institutional commitment to social responsibility.
- Improves relations with the community.
- Makes real the social mission of the higher education institutions.

Table benefits of service-learning made by Isabel Osuna-Montilla (UT)

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[7] For more information about these competences please refer to the European Commission & Directorate – General for Education, Youth, Sport and Culture, 2019.

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What is service-learning?

SL is a "pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within the community and work on a real-world problem. Reflection and experiential learning strategies underpin the learning process and the service is linked to the academic discipline" (McIlrath *et al.*, 2016, p.33).

The SL methodology can be used in all undergraduate and postgraduate degrees. Its integration in the curriculum can take different formats:

- integrated in the teaching syllabus of any regular subject,
- specific SL courses,
- external internships, and
- final bachelor and master thesis programmes.

All lecturers previously trained in this methodology can supervise a SL project, which must be linked to the content of the subjects they teach and to social organizations.

Service-learning projects have a focus on social justice and sustainable development. Actions are aimed at the environment and at people and groups living in scenarios of social disadvantage, exclusion and/or risk of exclusion, focusing their actions on situations of injustice related to the environment, equity, respect for diversity, interculturality, functional diversity, learning difficulties, educational inclusion, and human rights.

Europe's Civic University Alliance

Key elements

Graphic service-learning key elements made by Alissa Münch (UT)

Graphic: Alissa Münch

As the term SL suggests, it consists of the following key elements: the **Service**, the **Learning** and the **Reflection**. The latter serves – much like the hyphen in the term service-learning – as the connection of both elements. Additionally, it fosters personal development and civic engagement, and deepens learning. All three may overlap or repeatedly be a part of a project.

Regarding the **Learning**, you work together with students on the issue at hand, research and discuss literature on the topic and provide them with the theoretical knowledge and methodological tools to implement the targeted result.

Regarding the **Service**, students use the newly acquired knowledge and methods to work on a solution to the posed challenge – in close cooperation and under the supervision of the lecturers and community partners.

Reflection is an integral part of SL, and it must be frequently iterated throughout the project. When students reflect on their experience and its close relationship to the theoretical content of their studies, reflection offers an invaluable opportunity for them to acquire greater understanding of their study subject. At the same time, practical experience flows into the students' theoretical knowledge. The students should also analyze the extent to which their subject and they themselves as representatives of their field have an influence and, as a result, a responsibility in society. Moreover, students are encouraged to question their preconceived notions of the service from a social justice perspective. Thus, reflection is paramount to students' ability to acquire new, comprehensive knowledge of the respective context and anticipate future developments, on which they can thoughtfully act (Dewey, 1916). It may also serve as an opportunity to document personal growth and critically assess the experience.

A model of reflection, often referred to in SL, is the **Experimental Learning Cycle**, based on the work of John Dewey (1938) and David Kolb (1984). It was revisited by the Virginia Campus Outreach Opportunity League, who added the "What", "So What", and "Now What" questions (1995):
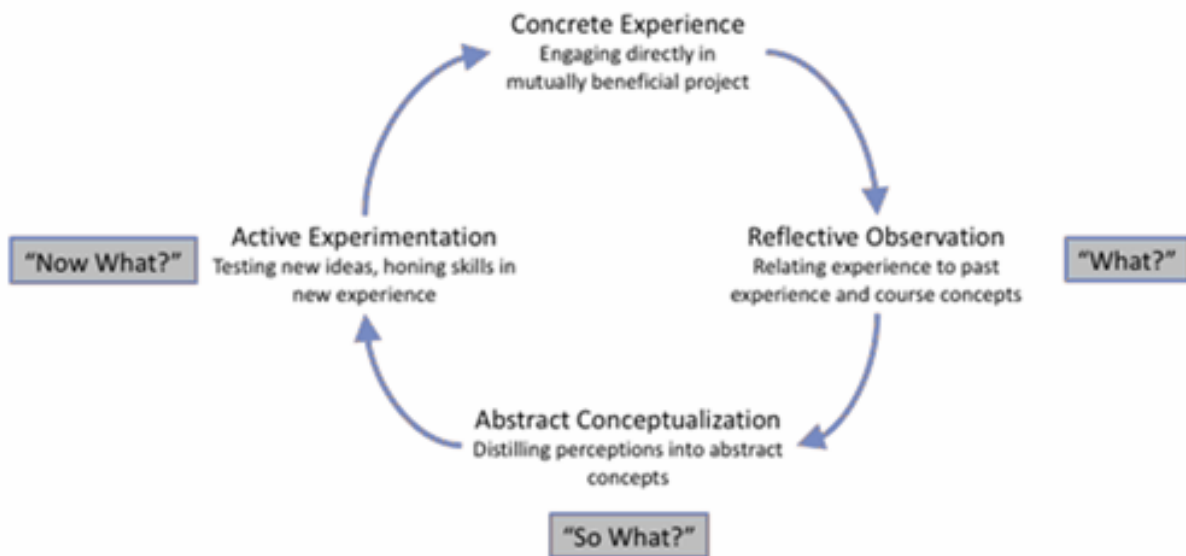
Table 1 as in service-learning Reflection Handbook: p. 4.

For concrete ideas how to carry out reflection in projects, please see Appendix 2. Reflection tools.

Further key elements of SL include the **integration of SL projects into the curriculum**, the active involvement of students (**student voice**), an equal cooperation of all partners (**reciprocity**) and the normative framing through **moral values** such as social justice. These elements and their practical implications will appear throughout the whole text.

A discussion on the elements and quality indicators of SL can be found in Furco & Norvell (2019) and Preradović & Stark (2019).

Service-learning actors

Graphic service-learning actors by Alissa Münch (UT)

In contrast to other teaching methodologies, SL requires not only **Students** and **Lecturers**, but also **Community Partners**. All three actors work together on an equal footing to ensure a mutual learning process and enable a creative space for exploring solutions to the posed challenge. SL means working "with" the community and not "for" or "in" the community.

You, as a **Lecturer,** provide the academic knowledge and are responsible for teaching, supervising, mentoring and coaching the students throughout the project. Apart from deciding on didactical methods and student assessment, you stay in contact with the community partner and encourage students to contribute their ideas and reflect on their experience. This makes you also a coach and a coordinator. You should also act as a project manager by keeping an eye on the schedule and the desired result(s). You further need to find a good balance between the intended learning objectives for the students and the targeted result(s) for the community partner. Unforeseeable changes may occur during the course, preventing the achievement of the initial goals. The changes may arise by unexpected life events or a reconsideration from the community partner's perspective. In SL this type of "failing" is a legitimate outcome because it also provides a learning opportunity to all parties involved. In this case a comprehensive analysis of the causes should be carried out.

Students are encouraged to actively participate in all stages of the SL project and bring in their ideas. Guided by the lecturer(s) and community partner(s), they should be able to provide the service and take responsibility for subtasks. Presenting the results to a wider audience at the end of the project can be a great motivational factor.

The Community Partner(s) share their knowledge and experience, work in close collaboration with you, as a lecturer, to pose the challenge and accommodate the students' service. Furthermore, they may act as a coach and support you with the project management tasks for the duration of the service.

Community partners are groups with their own social and organizational structure, that serve the community they belong to by dealing with a relevant societal or environmental issue.

New forms of service-learning

Over the past few decades, SL has evolved, and new forms have emerged in response to the world's constant change, such as **e-service-learning** (e-SL) and **International SL**. In the following, we elaborate on such types and present our framework.

The positive impacts that SL has on academic learning and its ability to apply knowledge in practice can be well integrated in a virtually driven world where online teaching has become a norm. Apart from offering all the benefits that come with the traditional form, **e-service-learning (e-SL)** liberates from any geographical constraints**,** overcomes the lack of interaction that can emerge in online learning and engages populations that otherwise may be unable to participate in SL (Waldner *et al.*, 2012).

e-SL "occurs when the instructional component, the service component, or both are conducted online" (Waldner *et al.*, 2012).

According to Waldner *et al.*, (2012), there are four types of e-SL:

		Service	
Learning		On-site	Online
	On-site	Traditional SL	e-SL Hybrid Type II
	Online	e-SL Hybrid Type I	

Table 2: Types of e-service-learning adapted from Waldner et al., (2012): 134.

Type I might be the most intuitive: The learning element is conducted online via live sessions and asynchronous learning platforms, while the service element is pursued on-site e.g., at the community partner's locality.

Type II is the exact opposite: While the learning element takes place in a physical classroom, the service element is placed in a virtual setting. This works well for outcomes that take place online, such as putting up a community partner's website or social media profiles.

Type III is an in-between category: Both elements are partly conducted online and on-site. It allows for on-site networking as well as online individual work. For instance, all participants meet on-site for a common kick-off and a first instruction. Afterwards, the subsequent learning will take place online, as will the first part of the service, which might involve drafting first texts. Finally, the presentation as part of the service element will be on-site again together with the community partner.

Extreme e-SL is conducted exclusively online. Waldner *et al.*, (2012) provide an example, where students learn and research about the latest developments in healthcare policies. Based on the acquired knowledge they then update the procedures and regulations of a non-profit healthcare facility to the new standards.

A complete guide on e-SL can be found at https://www.eoslhe.eu/wp-content/uploads/2020/10/Practical-guide-on-e-Service-Learning_web.pdf

Examples of service-learning projects

In the following, we provide examples of SL from different CIVIS universities. The aim is to give you concrete examples and show the diverse range of the SL methodology and its cultural and local characteristics when it comes to the implementation.

	FOR A NECESSARY THEATER: UNIVERSITY, PRISON, AND SCHOOL. TOWARDS AN INCLUSIVE MODEL OF PUBLIC ENGAGEMENT AND INTEGRATED EDUCATION THROUGH THEATER
INFO	*By Sapienza University of Rome, Department of History, Anthropology, Religion, Art History, Media and Performing Arts.* COMMUNITY PARTNERS: Association Fort Apache Cinema Teatro, Association Aenigma Coordinamento Teatro in Carcere. COMMUNITY BENEFICIARIES: Inmates serving in alternative programs and former inmates in the Rome area and Lazio Region. SUBJECT/DEGREE: Course in "Theatre, Cinema, Media". ECTS CPs: 3
IDENTIFIED NEEDS	The project is specifically geared towards individuals particularly exposed to discrimination and social exclusion. Upon reintegration into their communities after prison time, factors such as renewed exposure to criminal environments, limited job opportunities, ongoing struggles with substance abuse, emotional and psychological challenges stemming from extended periods of marginalization, and severed ties with institutional support, consistently erode the progress made by former inmates during their time in correctional facilities. Such exposure increases the likelihood of crime repetition relapse among those serving time in alternative programs or former inmates.
SERVICE	Learning theatrical processes leads to the development of an individual's capacity for interaction with the environment, socialization skills, conflict resolution abilities, and critical thinking. The students provide beneficiaries with their own experiences and expertise, guiding them through a stable path of social inclusion through theater.
LEARNING	The theatrical practices and activities implemented during the course will serve as a bridge for a cross-disciplinary education. The workshop is divided in two phases in the context of a training course shared with inmates serving in alternative programs and former inmates of the Fort Apache Cinema Teatro Company. The recipients will be able to deal with methods of management, creation of dramaturgy, elements of orientation to the work of the actor and the theater operator in social and artistic mediation projects, with a focus on the treatment role of theatrical acting in the process of reintegration of former inmates. These activities were implemented: - Identification of participating students; - Conducting educational activities, in-depth seminars on linguistic and semiotic communication, conflict management and interpersonal relations activities; - Implementation of the educational theatrical activity and the final performance outcome in coordination with the UEPE - External Penal Execution Office of Rome and the relevant Supervisory Magistracy for inmates serving in alternative programs; - Final evaluation and conference.

	NATURALLY ACTIVATED: PHYSICAL AND SPORTS ACTIVITIES IN THE NATURAL ENVIRONMENT
INFO	*By Universidad Autónoma de Madrid, Teacher Training and Education School.* COMMUNITY PARTNERS: FACIAM Foundation. COMMUNITY BENEFICIARIES: Homeless Women. SUBJECT/DEGREE: Physical Activities and Sports in the Natural Environment / Sport Activity Sciences. ECTS CPs: 6
IDENTIFIES NEEDS	The women of FACIAM are homeless people. These people not only live on the street, but also suffer inequalities for different reasons (origin, gender, gender identity, sexual orientation, poverty, gender violence, etc.). The centers that are part of the FACIAM Network see these new faces of exclusion every day: very young people, a greater number of women, migrants and asylum seekers, LGTBIAQ+ survivors of rejection of diversity, people who have suffered gender or sexist violence, etc. This ApSU (apsuniversitario.org) project focuses on several situations that occur in the lives of these women: isolation and loneliness due to family and social breakdown, addictions, physical deterioration and problems linked to mental well-being, as well as lack of skills and motivations to face the challenges of life. Therefore, this project proposes to break this gap by using physical activity and contact with the natural environment as tools to respond to situations of social inequality. In this sense, the different actions of the project aim to give special value to inclusion, sustainability, environmental awareness and sensitization, as well as to the gender perspective as axes to empower a group in a clearly disadvantaged situation due to different identity categories, which in turn may be interconnected (origin, gender, gender identity, sexual orientation, resource, etc.).
SERVICE	The project's goal is to promote inclusion of homeless women through three integrative axes: (1) active inclusion of all participants, (2) environmental education, and (3) a gender perspective. The social challenges tackled in this project ranges from social inclusion and environmental sustainability to care-giving, companionship, mental health, promoting healthy habits through physical activity and sports in the natural environment addressing sexual/gender identity, and ensuring safety during activities.
LEARNING	• Develop specific skills related to the contents of the Physical and Sports Activities in the Natural Environment, as well as research skills, problem solving, use of a gender perspective, critical analysis and effective communication. • Apply what students have learned in the subject to real-world situations, which reinforces the understanding of academic concepts. • Integrate knowledge from different disciplines to address complex and multifaceted problems in the community. • Understand from the AFDM (Physical and Sports Activities in the Natural Environment) with a gender perspective social problems and the responsibility of individuals and institutions to address them. • Integrate knowledge from different disciplines to address complex and multifaceted problems in the community. • Critically analyze and reflect on the experiences developed, as well as their relationship with the Physical and Sports Activities in the Natural Environment and the gender perspective, in addition to identifying ways to improve and contribute more effectively.

	SUSTAINABLE TEXTILES IN TÜBINGEN – DESIGNING A FUTURE FASHION TOUR
INFO	*By University of Tübingen, Transdisciplinary Course Program, Included in the CIVIS micro-programme Civic Engagement.* COMMUNITY PARTNERS: FAIRstrickt: Local network for fair textiles, human rights and climate justice; Future Fashion: Movement for sustainable fashion and conscious consumption in Baden-Württemberg/Germany; Wissenschaftsladen Tübingen e.V.: non-profit science agency for Education for Sustainable Development and pollutant counselling. COMMUNITY BENEFICIARIES: Local public in Tübingen. SUBJECT/DEGREE: All bachelor's degree students of the University of Tübingen and credible for all Students of the CIVIS Allianz in the micro-programme Civic Engagement. ECTS CPs: 3
IDENTIFIED NEEDS	"Fast Fashion" refers to cheap clothing that was produced fast and is of poor quality. The consequence is not only an enormous increase in textile waste, but also the aggravation of social injustices. It threatens human rights, gender equality, and climate protection. The service-learning course therefore explores the real price of fast fashion and possible alternatives.
SERVICE	A Future Fashion Tour, showing shops with sustainable fashion and providing knowledge about the production of clothing, was created in Tübingen, which was offered to the local public as part of the FAIRstrickt action weeks in April 2024. There is also the opportunity for students to get involved in Future Fashion after the course, e.g. as a Future Fashion tour guide.
LEARNING	Students gain in-depth knowledge of the concept and guidelines of sustainability and apply it to the clothing sector. They learn and apply methods of applied ethics, educational work, and qualitative research (interviews). The acquired knowledge supports the making of well-founded decisions for sustainable textile consumption.

	EMPOWERING CHANGE THROUGH GRACE (GROWTH THROUGH REFLECTION, ACTION, COMMITMENT TO SOCIAL JUSTICE, AND EQUALITY)
INFO	*By Aix-Marseille University - Faculty of Law and Political Science.* COMMUNITY PARTNERS: Civil society, NGOs, lawyers and international institutions. COMMUNITY BENEFICIARIES: People all around the world. SUBJECT/DEGREE: Master of Law (LLM) International and European Law, specialisation in Action and Humanitarian Law. ECTS CPs: 8
IDENTIFIED NEEDS	The Doctoral Clinic of International Human Rights Law, Aix Global Justice, based in the Law Faculty of Aix-Marseille University, specialised in international law with a focus among others on international human rights law (rights of detainees; rights of migrants; rights of children; rights of women; rights of foreigners; rights of indigenous peoples; rights of minorities; business and human rights; corporate social responsibility; LGBTQIA+ rights and defence of victims of serious violations such as enforced disappearances), international criminal law (war crimes; crimes against humanity and genocide), international humanitarian law, criminal law, and environmental law. The aim of Aix Global Justice is to promote and defend the values of justice and equality in international law.
SERVICE	Aix Global Justice is a university program that offers LLM and Ph.D. students, as well as former Clinic participants, professional experience and networking opportunities. It enhances LLM students' research and practical skills, while providing Ph.D. students with management and research expertise. The Clinic has established strong global partnerships with legal professionals, NGOs, universities, and international institutions. It engages in defending human rights violation victims before various international bodies, participates as third parties in front of international trials, trains in the practice of international human rights law, and promotes scientific research and training in international human rights law. Partners supervise and train clinic teams remotely, ensuring confidentiality and ethical standards. The Clinic offers free legal services, facilitating access to justice for marginalized communities worldwide, and raises public awareness on human rights issues through publications and workshops, preparing its members for careers in human rights and international law.
LEARNING	Service-learning at the Clinic focuses on raising awareness and advocating for human rights in marginalized and vulnerable communities. This initiative meets societal needs and provides a platform for students, doctoral candidates, and lecturers to apply their expertise and promote social justice. It emphasizes students' civic responsibility and their role in upholding the Clinic's human and social values. The Aix Global Justice program includes a unit on international humanitarian law, contributing 8 ECTS credits towards the LLM in Action and Humanitarian Law.

	TITLE SL EXAMPLE CROSS-SECTORAL COLLABORATION OF PRACTICES FOR THE DEVELOPMENT OF STUDENT LIFE SKILLS AND SOCIALLY ENGAGED UNIVERSITIES
INFO	*By Erasmus + Education and Training, Bordeaux, University of Bucharest.* <u>COMMUNITY PARTNERS</u>: Civil society actors (associations and non-governmental organisations), Schools and High-schools. <u>COMMUNITY BENEFICIARIES</u>: Students from undergraduate and graduate study level.. SUBJECT/DEGREE: Marketing (SDG-ABC)/bachelor studies; Didactics of Chemistry/master studies. ECTS CPs: 1-2
IDENTIFIED NEEDS	**Subject 1:** To provide a higher quality education to young generation of pupils helping them to identify leaning/university opportunities. The objective of the SDG-ABC project is to involve students in small team tasks to generate awareness / behavioral social change towards the Sustainable Development Goals (SDGs) using marketing knowledge and tools. Students at the University of Bucharest studying Marketing could get themselves involved in different small actions to increase awareness and generate a contribution to a future behavioural change. **Subject 2:** To contribute to a learning experience for the pupils as beneficiaries of several workshops in order to understand the applied side of the chemistry. This service-learning course connects graduate students from Master in Didactics of Chemistry to their surrounding communities by anchoring the course in community service and providing opportunity for students to recognize its potential impact on formation and development of scientific inquiries abilities and knowledges of pupils. By bringing chemistry outside the confines of a traditional classroom, pupils are exposed to real-world applications and gain deeper understanding of the subject through hands-on experiences. This approach fosters a sense of curiosity and engagement, as pupils witness the practical relevance of chemistry in their surroundings. Additionally, taking chemistry outdoors promotes environmental awareness and encourages pupils to develop a sense of responsibility towards the natural world. By connecting scientific concepts to the environment, this service-learning project not only enhances MSc students' academic knowledge, their professional and personal development, but also cultivates a sense of social responsibility and environmental stewardship.
SERVICE	**Subject 1:** To empower partners and students in their learning process and projects. Several actions will be provided to serve the community: • Workshops on topics chosen by students and relevant to SDGs. • Social Media pages will be created to promote knowledge and best practices related to the tasks chosen by students. • Lectures will be held in schools. • Interactive events will be created with the support of external stakeholders. **Subject 2:** The objectives of this service-learning project are: • Project management and organization: presentation of project objectives and requirements to students. Presentation of the theoretical background

	about the service-learning projects.
	• Documentation and development of the experiments proposed by the students.
	• Design and creation of didactic materials that would be used during the activities.
	• Delivery of a series of outdoor workshops in the Botanic Garden. Each workshop will involve 3-5 experiments developed by MSc students. All experiments should involve green and sustainable reagents; experiments will be hands-on. At the end of each workshop, a questionnaire will be applied to children.
	• Reflective activities of the outcomes
LEARNING	**Subject 1**: Relevant topics are explored through the students' tasks, for example: Rational production; Healthy habits; Clean water; Recycling and changing behaviours; Saving energy behaviours (tips and tricks); Sustainability in day-by-day life; Sustainable consumption; Quality financial education. Students will learn and will act under a professor supervision and could benefit from an external support, such as from an NGO or private company. Community will benefit from the knowledge, experiences, actions shared in the marketing campaigns, beneficiaries being either students or pupils. **Subject 2**: Objectives: Apply academic knowledge and skills into meaningful community service. Acquire specific transversal competences. Adapt the service to specific needs of children, secondary school and high school pupils. Achieve an academic, civic, and emotional engagement of students and pupils, and educate them in both contents and values. Enhance students' learning, as well as recognition of community needs and social responsibility by participating in the broader contexts of the service-learning program.

	CIVIS BIP CIVIC ENGAGEMENT IN EUROPE: A TRANSDISCIPLINARY APPROACH
INFO	*By Civic Autonomous University of Madrid, National and Kapodistrian University of Athens, University of Tübingen, University of Bucharest, Aix-Marseille University.* COMMUNITY PARTNERS: Romsilva and WWF representatives, local administration (Maramures). COMMUNITY BENEFICIARIES: Local community from Rogoz and Târgu Lăpuș. SUBJECT/DEGREE: Bachelor's, Master's, and PhD students at CIVIS member universities. ECTS CPs: 3* *Recognition of ECTS depends on the home university
IDENTIFIED NEEDS	Focusing on the area of cities, territories and mobilities, this program aims to respond to the need to increase the visibility of the local communities that are working to maintain and promote the natural and cultural heritage in the region of Târgu Lăpuș (Romania), as well as to offer sustainable solutions that bring local socio-economic growth to the community while respecting the natural landscape.
SERVICE	During the physical mobility part of the course (Maramureș County), the students were able to do field research, interact and provide a service in close collaboration with NGOs and NPOs. Also, they learnt more about the role of civic engagement in modern economies - specifically in the implication of the local communities in the valorization of the natural and cultural heritage in Romania. In this context, they generated social added value (empowerment) through the service they provided. For example, some of the students' proposals explored implementing sustainable tourism, attracting young population, and strengthening local communities and products for developing the local area in a sustainable way. Furthermore, this program contributed to the student's personal, social, and academic development, while encouraging critical reflection of their experiences.
LEARNING	- Understanding of what Civic Engagement (Ce) means and its role in modern European societies; - developing a critical perspective on Ce and the role of the universities regarding the third mission; - facilitating student self-reflection related to empowering students to take responsibility for themselves and contribute to society from a social justice perspective; - contextualizing civic engagement within broader cultural, environmental, political, and economic dimensions of society by the example of the Maramureș area; - good practices for how to interpret and valorize the local heritage; - explaining the diverse nature of heritage, including culture and place, regional/ local perspectives, and experience design and provision; - identifying and assessing relationships and networks regarding the building of civic tourism capacity; - reflecting on the impact of the project carried out during the physical mobility from the service-learning perspective: impact on the students and on the community.

	TRAINING STUDENTS OF MUSEUM STUDIES IN THE CONCEPTUAL DESIGN OF EXHIBITIONS AND THE USE OF SERVICE-LEARNING. EXHIBITION TITLE: THE DUNCAN DANCE RESEARCH CENTER IN FOCUS
INFO	*By National and Kapodistrian University of Athens, Department of History and Archaeology, Inter-Institutional MA Programme in Museum Studies.* COMMUNITY PARTNERS: Duncan Dance Research Center (DDRC), operating under the Municipality of the city of Vironas (Athens, GR). COMMUNITY BENEFICIARIES: Duncan Dance Research Center (DDRC), The Municipality of the City of Vironas, The citizens of Vironas, The citizens of Athens (Vironas is closely located to the centre of Athens), The MA Museum Studies students (NKUA), The academic community of NKUA. SUBJECT/DEGREE: Course in the Conceptual design of museum exhibitions ECTS CPs: 6
IDENTIFIED NEEDS	Students developed an interactive and multisensory eco-friendly exhibition at the Duncan Dance Research Center (DDRC), owned by the Municipality of the city of Vironas (Athens, GR). Focal point of its development was the focus on matters related to sustainability and sustainable practises, through (1) raising awareness on environmental issues and (2) exposing the visitor to similar techniques. Additionally, it is a project that invites the community to the Center and, also, brings the Center, (its culture and its mission) to the community. Moreover, the Center used to be the house of two internationally recognized personalities, who were associated with matters related to sustainability and democracy. The basic social needs that were identified in order to choose the SL partner were environmental, historical and cultural. Also, the need of the artistic community and the citizens of Athens to explore a Center with such a great value and to be exposed to a different approach regarding the art of dance and sustainability.
SERVICE	The service that was developed was the design and implementation of an exhibition that is consisted of three projects. The two projects take place in various areas of the Center. The third is a portable museum-kit that aims to bring the Center closer to the community. Additionally, several participatory events and exhibits were designed. The objective was to bring the community closer to the Center, the Center closer to the community and to create the right conditions for people from different backgrounds to visit it. Also, an objective was to create the right narrative and enable visitors to learn about the Center's mission and the Duncans, be informed about the environmental needs and explore new sustainable ways to introduce to their daily lives.

LEARNING	Students are expected to understand what it means museological and museographic study and to be able to compose a museological and museographic brief and participate actively in the process of its preparation within an interdisciplinary team. They are also expected to get familiarized with different theoretical approaches to object analysis and interpretation of material culture, tangible and intangible. In brief, the following skills will be cultivated: • Research, analysis and synthesis of data and information • Promotion of free, creative and deductive thinking • Working in an interdisciplinary environment • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism / Reflection • Generating new research ideas • Teamwork • Independent work • Constructive collaboration with civic partners in the cultural sector as well as diverse audieces; integration of their needs into the museological and museographic proposals.

International perspectives

Internationalization in higher education is "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society" (de Wit *et al.*, 2015, p. 283 based on the definition of Jane Knight, 2008).

Internationalization in SL can widen the range of issues to be addressed, access new networks of international colleagues or communities, enable cross-cultural dialog and deepen the understanding of the issue at hand. It enhances the quality of education and research, prepares students for engaging in an intercultural and globalizing world as well as provides service to society and community civic engagement (Brandenburg & Laeber, 2015). International SL can be achieved in multiple ways, e.g., by dealing with a global issue, inviting international participants (i.e., students, guest lecturers) or conducting the learning and/or the service element abroad (Brandenburg *et al.*, 2020). E-SL can often facilitate the planning and implementation of international projects. Additionally, through international higher education alliances such as CIVIS, international perspectives can emerge through the joint design and implementation of SL projects with other universities (see section 1. Purpose).

We chose two established concepts to illustrate internationalization perspectives:

Interdisciplinary **local service-learning** deals with global issues on a local level, i.e., the learning element strongly emphasizes the interconnectedness between the local and global scale, while the service element is typically pursued locally. The participants jointly work towards local contributions to solve global challenges on a micro-level – ideally in an interdisciplinary fashion (Braßler, 2018).

International service-learning encompasses not only SL but also international education projects at home to enrich students' intercultural knowledge, and a study abroad phase, during which the service will typically be conducted (Bringle & Hatcher, 2011). Applied in practice, students attend international education courses, they learn more about the receiving community/country, before or parallel to the learning element. They will then start with the latter, before being sent to the receiving community abroad in an organized fashion. Finally, they will return and –at the latest– reflect on their experiences. In the past, this type of SL has often been criticized as the process of sending privileged middle-class students from countries of the Global North to receiving communities in Sub-Sahara Africa or Middle and South America for short-term activities. Despite including international education projects, without an iterative and critical reflection of the personal role, the activities' impacts on the local community and a permission to feel uneasy about oneself, the service abroad element is at risk of perpetuating notions, such as pursuing charity work (e.g., Bringle & Hatcher, 2011). Therefore, alongside a thoroughly critical reflection of the personal role within the project and the activities' sustainability for the receiving community, intercultural and post-colonial perspectives as well as sufficient opportunities for students to reflect on this previously acquired knowledge must be carefully considered during the planning phase.

In a nutshell, SL is

- transfer-oriented, challenge-based and focused on problem-solving.
- an opportunity to address real community needs in cooperation with community partners.
- a means of enhancing students' ability to critically reflect on their preconceived notions, theoretical knowledge and practical experience.
- a chance to develop a sense of civic responsibility within the students.
- a bridge between theory and practice, academia and society.
- intentionally integrated into the academic curriculum and thus credit based.

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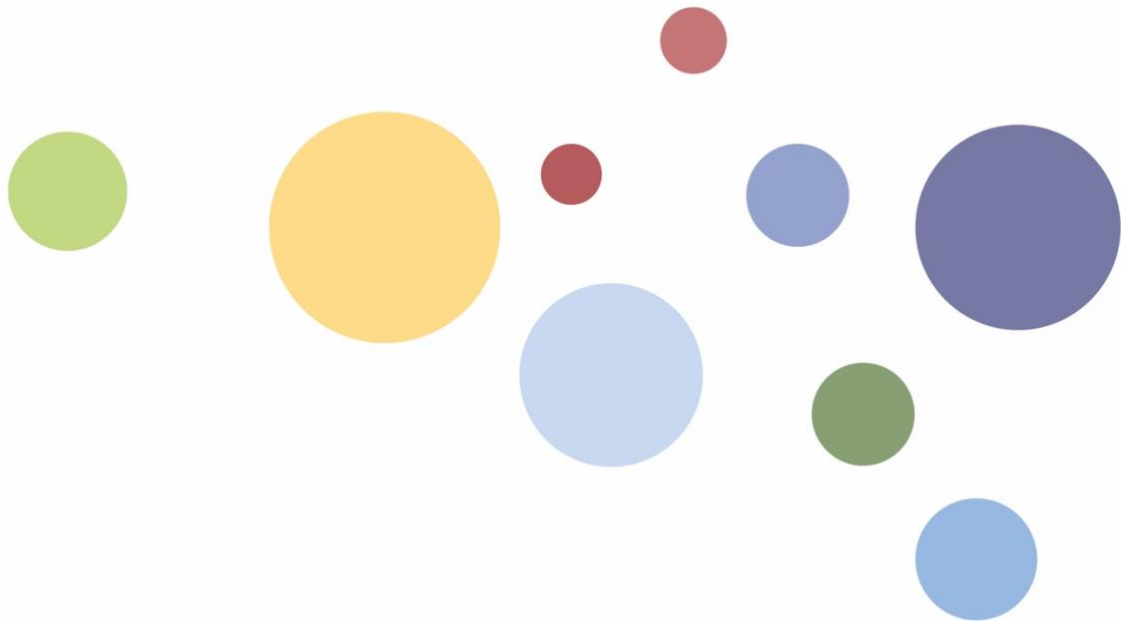
How to design service-learning projects?

In this section, our **road map** guides you through the different steps for planning and implementing a SL project. It will provide you with a basic understanding of each necessary step and the respective time frame. Please, note that conventional modular courses can often be expanded to include SL by integrating meaningful service. In Appendix 3 you can find a template that can support you in the planning, implementation, evaluation and dissemination of your SL- project.

We base the following descriptions on the structure of a semester, as this is standard practice at our universities. However, this structure can also be expanded to a whole academic year.
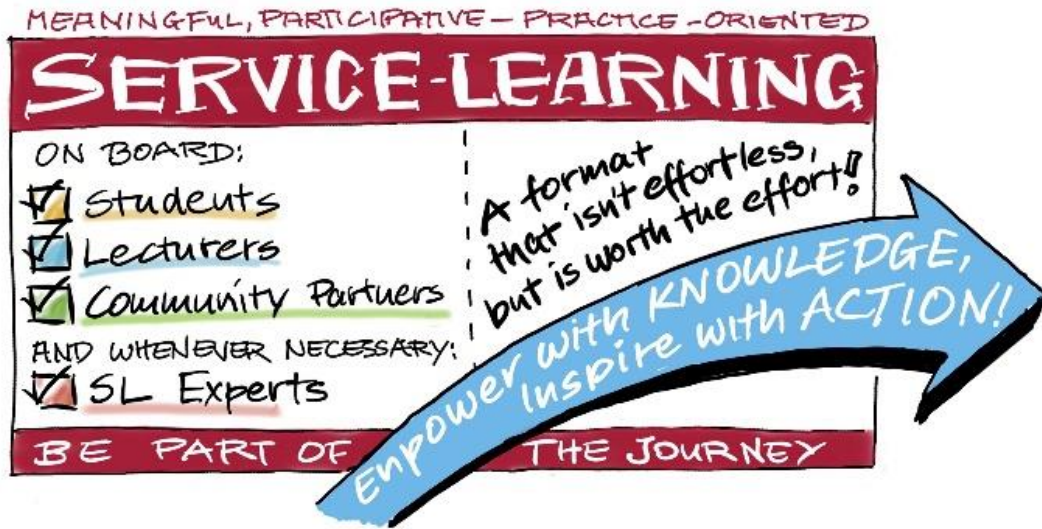
From the initialization to the completion of your service-learning project
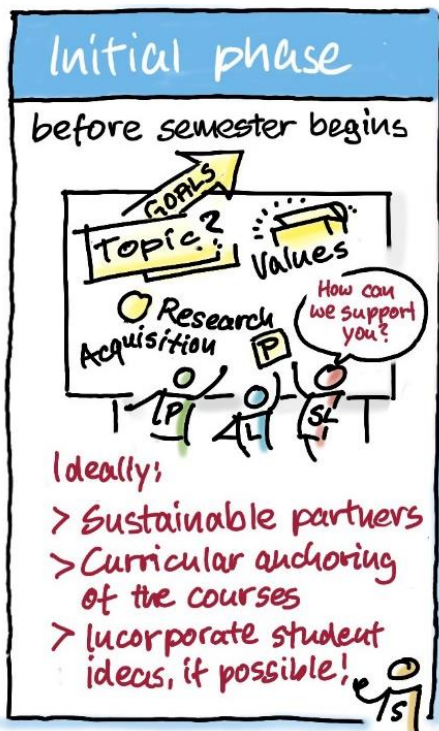

During the **initial phase** you and the community partner (and the SL unit - if there is one at your university) form a partnership, after having identified a community need that calls for your and the students' expertise and commitment to solve it. The initial idea may come from each of the actors.

In the ensuing **planning phase**, everyone involved needs to identify the desired learning and service elements, while maintaining a balance between the academic learning objectives and the project goals. Doing so appreciatively and on an equal footing will foster the self-perception as equal partners and the willingness to learn from one another. Therefore, it is good to clarify mutual expectations, communicate any difficulties in a timely manner, discuss potential reflection opportunities and –overall– have a realistic expectation of what can be achieved over the course of the allocated time (e.g., in one or two semesters).

Depending on the project, students might not only have direct contact with representatives of the community partner, but also with its final beneficiaries. Since this can include interacting with people from other professions or fields of study, other social backgrounds and different institutional hierarchies, including potentially traumatized people, suitable preparation for this e.g., workshops or appropriate reading, should be taken into account in the planning.

This interaction as well as extra elements of the service should be considered when calculating the associated ECTS credit points (1 ECTS credit point equals 25-30 hours of student workload). Specific consultation hours are relevant in addition to the plenary sessions. Here, above all, communication with the students regarding any hardships or questions can be facilitated. If possible, a student with previous experience in SL can serve as a tutor.
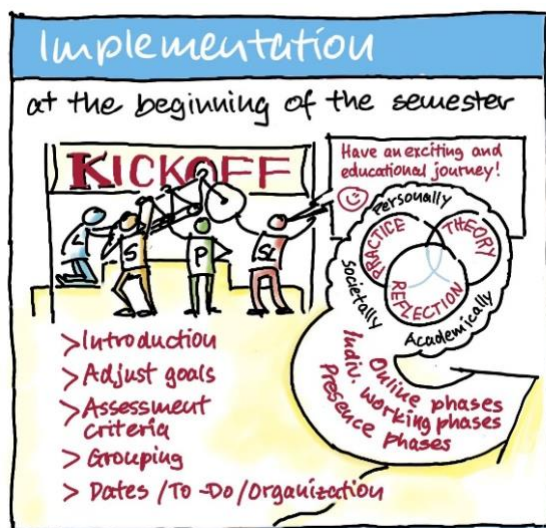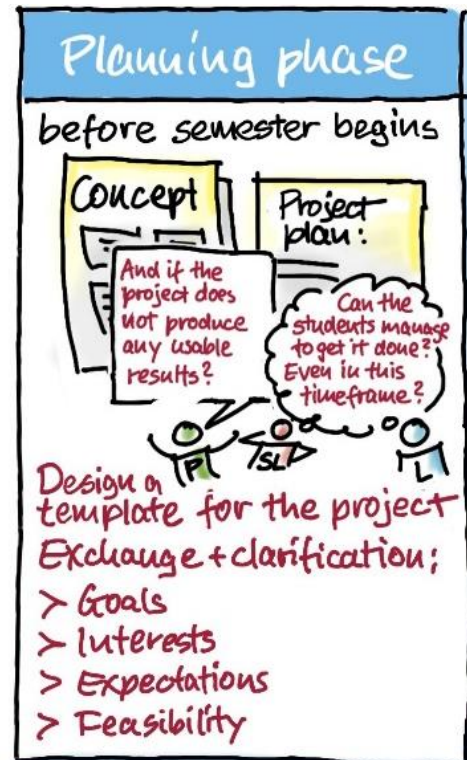

The **implementation phase** begins: At a kick-off event, all participants become familiar with each other, the challenge ahead and organizational issues. Particularly in the first sessions, students should be helped to assess the achievability of goals realistically. This is also a suitable time for a first critical reflection on the suitability or unintended consequences of the service element (Crabtree, 2013).

Any changes regarding the general goals should be made transparent. The individual steps should also be documented regularly by the students e.g., in the form of a portfolio, which can be used as a basis for a possible final report or for dissemination purposes. Also, photos and videos, if permission has been obtained correctly, can provide useful documentation material. In this phase, students will learn individually or in groups, work on assigned parts of the challenge and reflect on the transfer between the academic knowledge and their personal involvement in practice.

For this, you and the community partner(s) need to guide and coach students, while giving them plenty of leeway to develop ideas in relation to the topic. The academic level of the students, BA or MA, and the goal and characteristics of the service should be taken into account when considering the level of independence of the students in the implementation of the service. Throughout this phase, you and the community partner(s) should also stay in touch with one another to communicate difficulties as soon as possible.
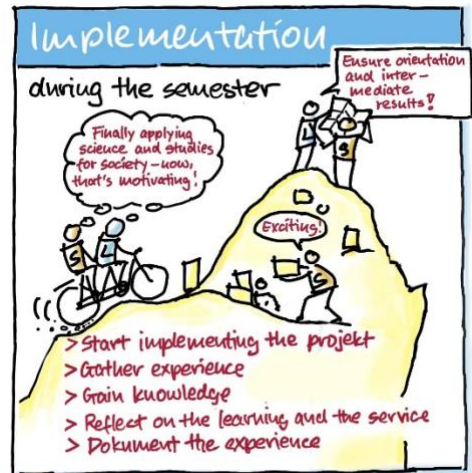
At the end of the semester, the **completion phase** follows: A common celebration of the achieved results can be realized, for example, by presenting them or handing them officially over to the community partner during the last meeting or during a (semi-) public event. The latter can also serve for dissemination purposes and as a platform to raise attention for this powerful educational practice. This can motivate fellow faculty/department members to give SL a try. So, make sure to invite students and colleagues from your department or your faculty, as well as members of the civil society. A final reflection should be included during the last session.
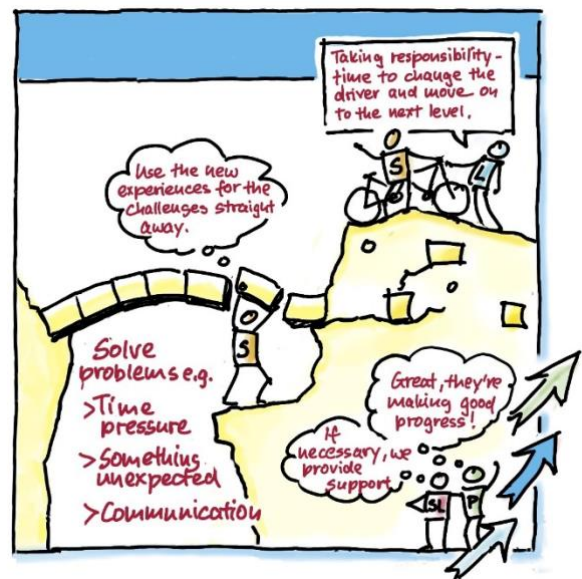
The **follow-up phase** can then be used to assess students' work, if necessary, issue certificates of participation, and add the final touch to the results. Please allocate some time for these refinements, since the detail work often requires consultation with the community partners. Finally, you can build on your experience and the established trust between you and the community partner to develop future SL projects for upcoming projects and with this ensure sustainability of the collaboration.
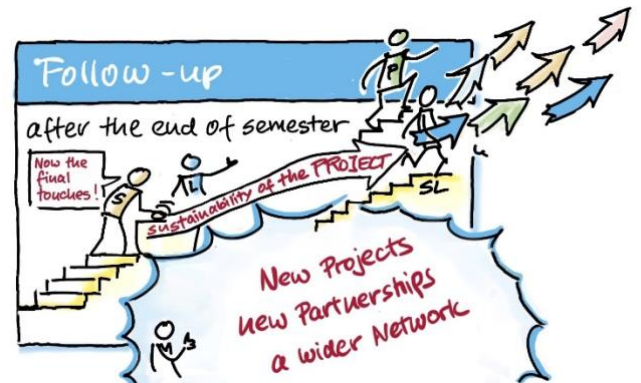
How to make your project accessible to a broader audience

- **Dissemination within the institutions** might include their general web page as well as the web page of the service-learning unit (if there is one), posters, brochures, blog posts, etc.

- The **European Observatory of Service-Learning in Higher Education** (https://www.eoslhe.eu/) collects and disseminates SL experiences from different fields.

- YouTube and **social media**.

- **Scientific conferences**, such as the **European Conference on Service-Learning in Higher Education (ECSLHE)**, organized by the European Association for Service-Learning in Higher Education (EASLHE), (https://www.easlhe.eu/), and the International Association for Research on Service-Learning and Community Engagement (IARSLCE), (https://www.iarslce.org/).

- **Academic papers** in service-learning journals or other journals.

- **Service-learning awards**.

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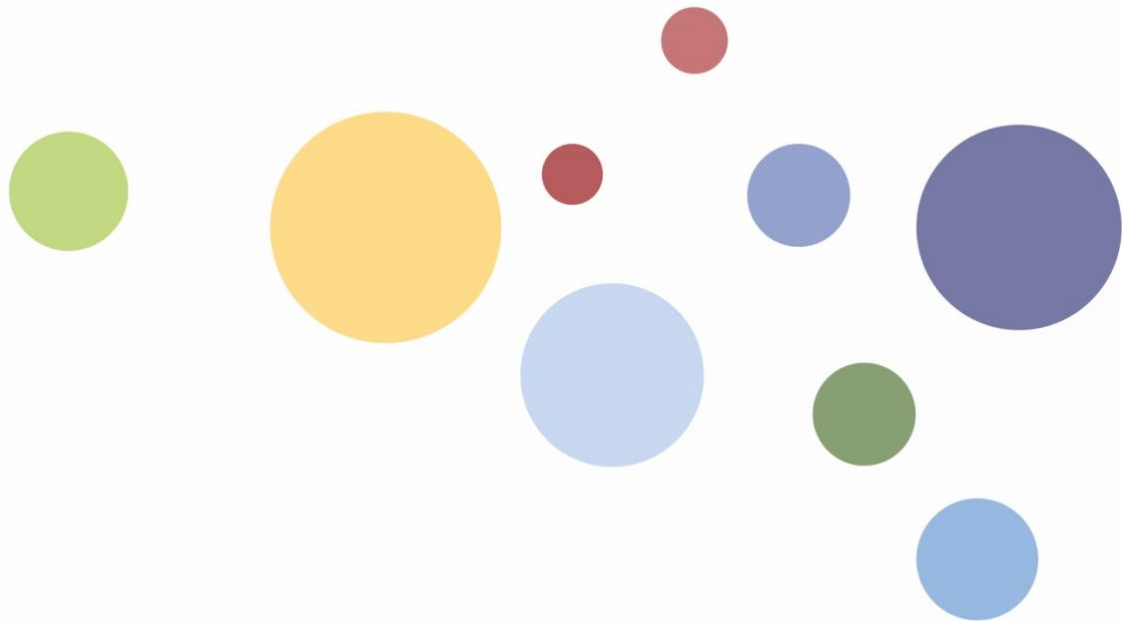
European transnational and national service-learning networks

If you would like to **join the SL community** and keep up to date with the latest developments, you may want to check for these networks and/or newsletters:

European transnational networks:

- CIVIS – A European Civic University: https://civis.eu/en

- European Association of Service-Learning in Higher Education: http://www.easlhe.eu/

- European Observatory of Service-Learning in Higher Education: https://www.eoslhe.eu/

- Central and Eastern European Network of Service-Learning in Higher Education

National networks:

- Flemish Network for Service-Learning in Higher Education:
  https://www.servicelearningvlaanderen.be/
- Finnish Network of Service-Learning
- German University Network for Social Responsibility - Hochschulnetzwek
- German Foundation of Engagement: https://www.deutsche-stiftung-engagement-und-ehrenamt.de/)
- University Network for Social Responsibility https://netzwerk-bdv.de/en/home/
- Italian Network of Service-Learning
  UNISL – Rete Universitaria per il Service Learning
- Irish network - University Societal Engagement (Campus Engage)
  https://www.iua.ie/ourwork/university-societal-engagement/
- Portuguese Network of Service-Learning in Higher Education
- Service-Learning/Community Engaged Learning (SL/CEL) Network in the United Kingdom
- Spanish Association of Service-Learning in Higher Education - ApS (U)
  https://www.apsuniversitario.org/
- Swiss Network for Service Learning at University Facilities - ben:edu https://benedu.ch/en/

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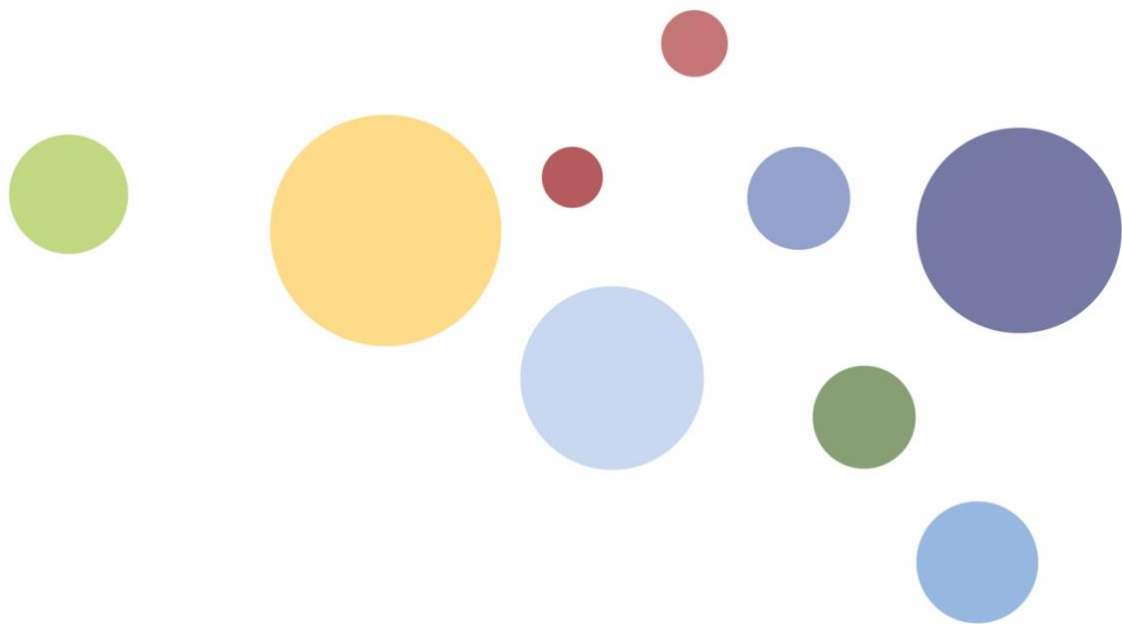
Where to get support for implementing service-learning projects within CIVIS

University of Tübingen

- The **Open Lab** carries out transdisciplinary research projects – this is where citizens work together with researchers and students to develop possible solutions for the major global challenges of the 21st century.
- More information and how you can participate please find on our webpage: https://uni-tuebingen.de/en/181798 or contact the Open Lab coordinator Dr. Mareike Kardinal (mareike.kardinal@uni-tuebingen.de.)
- **Center for Teaching and Learning** offers didactical support for the design of CIVIS courses (e.g. BIP).
- Contact person: Manuel Halseband (manuel.halseband@uni-tuebingen.de).
- **Transdisciplinary Course Program and Civic Engagement subsection:** CIVIS places a focus on social engagement. This is also to be reflected in teaching, in which academic learning and social engagement are specifically combined. The Transdisciplinary Course Programme & Civic Engagement team supports you in designing and implementing a local or international service-learning project.
- For further information please visit our webpage: https://uni-tuebingen.de/en/198853
- Contact person: Dr. Iris-Niki Nikolopoulos, civic-engagement@tracs.uni-tuebingen.de

Autonomous University of Madrid

- Service Learning (ApS) UAM: https://www.uam.es/uam/en/estudios/aprendizaje-servicio
- Autonomus University of Madrid: https://apseduam.es/
- School of Teacher Training and Education: https://www.uam.es/Profesorado/Aprendizaje-Servicio_P/1446753712252.htm?language=es
- This is an element of the list UAM Service-Learning Advisory Committee: https://www.uam.es › BOUAM › documento › pdf
- Treatment of SL projects at UAM: https://www.uam.es/uam/media/doc/1606943467517/rat-prroyectos-aprendizaje-servicios--aps-.pdf
- Service-Learning course of the Training Program for UAM Teachers: https://formaciondocente.uam.es/course/1622
- SL at CIVIS Open Labs: https://civis.eu/en/engage/open-labs/civis-open-lab-projects-madrid

Sapienza - University of Rome

- Service Learning in Sapienza: within the project "Intersectoral Collaboration Practices for the Development of Students' Soft Skills and Socially Engaged Universities", Sapienza spreads its updates and contents in order to disseminate new teaching and learning practices.
- Non-Formal Education: Sapienza promotes non-formal training activities to enrich the students' and citizens' CVs for upskilling purposes, including service-learning projects.
- Outreach Activities: Sapienza fosters application, valorization, dissemination and know-hows for social changes by: (I) engaging and involving communities, organizations, companies, governmental bodies, and institutions external to academia; (II) working together to produce social impacts able to make a difference in the citizens' and communities' quality of life.
- Third Mission Projects: projects funded by Sapienza University of Rome aimed at fostering societal development through technology transfer, public engagement, lifelong learning, and community service.
- Contacts: formazioneinconvenzione.arof@uniroma1.it; flavia.baccani@uniroma1.it; marco.buonomo@uniroma1.it

Aix-Marseille University

- **CIVIS OpenLab of Aix-Marseille University**: Designed as open and collaborative spaces, CIVIS Open Labs' mission is to create a meeting space where the university and society exchange and co-construct projects from a multidisciplinary approach and develop innovative and inclusive initiatives for high-impact solutions. OpenLabs promote service-learning in their projects.
    - Contact- OpenLab Coordinator: valerie.caraguel@univ-amu.fr
      Website: https://www.univ-amu.fr/en/public/civis-open-labs
- **Aix-Marseille University student commitment programme** - called IDeAL - aims to stimulate, support and promote students' social actions. It is based on a service-learning approach with academic supervision and support.
    - Contact: Student Engagement Project Manager isabelle.BRUNIAU-DI-MONTE@univ-amu.fr
      Website: https://www.univ-amu.fr/fr/public/programme-dengagement-etudiant
- **KA2 "Service-learning: Intersectoral collaboration practices for the development of students' soft skills and socially engaged universities" (SL-ICP).** The UB is participating in this Erasmus+ KA2 project (15/11/2022-14/11/2024) funded by Key Action 2 Cooperation Partnership – Higher Education.
- AMU participated in this two-year project and was responsible for the coordination of WP4: towards the implementation of service-learning practices in each university. The activities were: (1) at Consortium level: to provide the methodology and tools to organise and prepare a 1st event to share experiences, collect feedbacks from all university, provide the methodology to constitute a jury, create an evaluation criteria grid, and provide the tools to organise the 2nd event as an SL Awards Event ; (2) at local level: organise the 1st event, launch the competition, accompany the 5 SL projects, choose the jury and organise the local SL Awards Event.

University of Bucharest

- **The CIVIS Open Lab – UB** is built around a local team (1 coordinator, 3 educational leaders, 1 student). Role of the team: 1. contribute to identify stakeholders; prepare the presentation event; 3. moderate meetings; 4. be part of the working groups to promote discussion and brainstorming; 5. provide information to the stakeholders about prior university experiences; 6. wrap up and extract conclusions from the working groups, and find synergies within the different ideas and stakeholders; 7. be in charge of the internal development of service-learning programs and interact with the people working towards the same goal in the rest of Universities. Mission of the Open Lab: to respond to the needs and challenges of the stakeholders through the implementation of a vivid roundtable where they can work together with the university on finding creative and innovative solutions to local problems.
    - Contact: Magdalena Iordache Platis (magdalena.platis@unibuc.ro).
- **KA2 "Service-learning: Intersectoral collaboration practices for the development of students' soft skills and socially engaged universities" (SL-ICP).** The UB is participating in this Erasmus+ KA2 project (15/11/2022-14/11/2024) funded by Key Action 2 Cooperation Partnership – Higher Education.
- UB is coordinating the activities related to the European Forum on service-learning (held in Bucharest during 25-28 June 2024, https://unibuc.ro/wp-content/uploads/2024/05/European-Forum-description.pdf) and also the Guidebook on service-learning as an outcome of the project consortium.
    - Details here: https://unibuc.ro/service-learning-cross-sectoral-collaboration-of-practices-for-the-development-of-student-life-skills-and-socially-engaged-universities/?lang=en.

National and Kapodistrian University of Athens

- **CIVIS OpenLab of NKUA**: NKUA Open Labs operate under the umbrella of CIVIS Alliance with the methodology of work adopted by all other Open Labs of CIVIS Universities. CIVIS I generated five (5) local projects and one (1) more with transnational perspective. In CIVIS II it is anticipated that most projects will have a transnational approach. service-learning is an integral part of these projects.
    - Contact- OpenLab Coordinator: mmouliou@arch.uoa.gr
    - Website: https://civis.eu/en/engage/open-labs/civis-open-lab-athens
- **KA2** *"Service-learning: Intersectoral collaboration practices for the development of students' soft skills and socially engaged universities"* **(SL-ICP)**: The NKUA participates in this two-year project (15/11/2022 -14/11/2024) funded by Key Action 2 Cooperation Partnership – Higher Education. It was responsible for the coordination of WP2: Mapping, data design and analysis of current service-learning and Civic Engagement implementation practices existing in each partner University (SL-ICP, WP2).
    - Contact WP2 Coordinator: mmouliou@arch.uoa.gr
    - Website: https://hub.uoa.gr/en/mapping-data-design-and-analysis-of-current-service-learning-and-civic-engagement-implementation-practices-existing-in-each-par/

University of Lausanne

- The **CIVIS Open Lab at UNIL** conducts transdisciplinary and participatory research projects and is actively collaborating with various entities within the University of Lausanne. This includes the academic community, local Open Labs with extensive expertise in outreach, collaborative action research, and participatory research, as well as their partners.
    - More information on the webpage: https://civis.eu/en/engage/open-labs/civis-open-lab-lausanne or contact the Open Lab coordinator Dr. Christèle Aubry (christele.aubry@unil.ch)

Appendix 1. Faculty checklist

Before the semester begins:

- Look for possible community partner(s). If available at your institution, review profiles at a database of community partners.
- If needed (and available), schedule an appointment with the service-learning unit at your institution:
    - o Discuss goals, objectives and service-learning logistics for your project.
    - o Discuss existing community partnerships or potential new community partners.

Note

Please check if your institution requires an agreement for collaborating with social entities that allows collaboration between the two. If you would like to work with an organization with which there is no signed agreement, please allow enough time for the signing prior to the beginning of the semester. Agreements often take two months or more to secure. Take into account that you need time. If no agreement is needed, we still recommend to create a document with the description of the collaboration.

- Meet with community partner(s) to judge appropriateness, discuss learning/service objectives, and plan in-class orientations for students.
- Establish what learning and service outcomes you want to meet through service-learning.
- Design a template describing the service-learning project, identifying the community need, linking learning goals to the service-learning project, incorporating reflection exercises and feedback component.
- Schedule time with chosen community partner(s) to give in-class site orientation. This orientation should include information regarding any risks or special situations at the service site and how to minimize the possibility of any problems.

At the beginning of the semester:

- Orient students to course goals and placement sites.
- Invite community partner(s) to present in-class orientations. If participation in the service-learning project is volunteer, have students choose. If there are different sites, have students choose which site they will serve.
- Set a deadline for service to begin and end.

During the semester:

- Discuss the service in class and conduct reflection activities.
- Check in with students regarding placement site and service:
    - o If necessary, have they completed a registration form?
    - o Have they received an onsite orientation?
    - o How many hours have they completed?
    - o What challenges are they encountering?
- Ensure that the experience is being documented.
- Contact the community partner(s) at least once (mid-semester) to exchange feedback and, if possible, visit the service site(s) to gain first-hand exposure to the experience.

End of semester:

- If possible, invite community partners to class presentations.

- Evaluate networking with entities. Meet with the community partners to discuss strengths and challenges of the project.
- Ensure that celebration of the finished project takes place, if possible with final beneficiaries of the service.
- Ensure that dissemination of the project and its results is conducted. If possible, present it publicly.
- Project future actions. Ensure that the need and possibility for the project to continue in the future is contemplated.
- Evaluate the group and its members.
- Evaluate the experience as a SL project.
- Self-evaluation as a coordinator.

Adapted from: Downey et al. (https://www.csuci.edu/communityengagement/servicelearning/content.pdf)

Appendix 2. Reflection tools

Among useful free-access resources, you will find below guidelines to design successful **reflection activities** in your service-learning projects together with examples of reflection activities.

Systematic reflection on experiences in SL projects are a key aspect that clearly benefits students' learning success (Eyler, 2001). Reflection may be pursued at the beginning, throughout or at the end of a project, in groups or individually. "Creating a **classroom climate of trust and respect** [emphasis added] is an essential element in fostering reflective practice among students" (Bringle & Hatcher, 1999, p. 184); and the fact that "Reflection activities must allow students to discover the value of **dialogue**, embrace the importance of perplexity in the **learning process**, and develop the ability to make meaning of **personal experience** [emphasis added]" (Bringle & Hatcher, 1999, p. 185).

How can potential tasks look like in practice? A very practical and exemplary approach to this question is offered by Eyler (2001):

Activities Reflection	Before Service	During Service	After Service
Alone	Letter to myself	Structured journals	Reflective essay
with Classmates	Hopes and fears Giant Likert Scale	S-L theater Mixed team discussion	Team presentation Collage or mural Video
with Community Partners	Planning with community Asset mapping	Lessons learned debriefing	Presentation to community group

Table 3 as in Eyler (2001): 37.

Further examples/tools for designing reflection activities in service-learning projects include:

- Reflection activities depending on the amount of time required

You can plan your reflection activity depending on the time needed, whether **seconds, minutes, hours, or long-term projects**. An example is "**All on the Wall**" (5 to 30 min), where you must put a large piece of paper up on one wall or all the way around the room. Participants write or draw feelings/thoughts/learnings on the paper. The lecturer leads the discussion based on the writings. To see this and more examples, you can check The Reflection Toolkit.

- Journaling

A well-known and often used reflection tool is **journaling**. To see how to guide an effective journaling activity together with different journaling methods, like "**Dialogue**" or "**The Letter**", check The Reflection Toolkit and The Service-Learning Reflection Handbook.

- Models for a successful reflection activity

Among the many different models of reflection activities, there is the "**4 C's of Reflection**" designed by Janet Eyler, Dwight E. Giles Jr., and Angela Schmiede, which argues that a reflection activity must be implemented **continuously** throughout the course, **connected** to course goals and objectives, **challenging**, requiring students to think critically, and **contextualized** (see: Reflection in Higher Education Service-Learning). To expand on reflection models, like the **DEAL model**, see Service-Learning Reflection Handbook.

Resources

The **Reflection Toolkit** (Northwest Service Academy): https://www.ccel.msstate.edu/files/nwtoolkit.pdf (Northwest Service Academy): https://www.ccel.msstate.edu/files/nwtoolkit.pdf

Reflection in Higher Education Service-Learning (Learn and Serve America's National Service-Learning Clearinghouse): https://bpb-us-e1.wpmucdn.com/blogs.berkshirecc.edu/dist/e/5/files/2013/08/reflection-in-he-sl-fs-short-sept08-25wz5dl.pdf

The **Service-Learning Reflection Handbook** (Oklahoma State University): https://education.okstate.edu/outreach/community-engagement/service-learning-reflection-handbook.pdf

Reflection in Service Learning: Making Meaning or Experience (Bringle y Hatcher, 1999): https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1024&context=slceeval

Appendix 3. Template for the design of a service-learning project

TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT*

1.- PROJECT TITLE

2. PROJECT SUMMARY *(brief description 300 to 500 words)*

3.- TECHNICAL DATA	
Higher Education Institution or responsible entity:	
Person in charge of the Project in the HE Institution:	
Number of students taking part in the project:	
Course/age/gender of the participating students:	
Number of final beneficiaries:	
Project type: (face-to-face, virtual, mixed y/o international):	
Do the students work with social entities or final beneficiaries?	

4.- BACKGROUND (context in which it arises, if it has been carried out previously, if it is part of a project that already exists or the previous experience from the people involved)

5.- GENERAL SOCIAL NEED FOR THE PROJECT (SL addresses real needs in the community, it is significant and relevant for both students and community partners. Relevant topics related to civic, cultural, economic and political society are explored through the project.)
6.- SERVICE OBJECTIVES (what is the purpose of the project, what will be done to address the social need)
7.- LEARNING OBJECTIVES (Specific contents of academic subjects and/or competences. Academic, personal and social competences)
8.- SUBJECTS/CURRICULAR AREAS INVOLVED (subjects, specific SL course, programs, etc.)
9.- ACTIVITIES TO BE CARRIED OUT IN ORDER TO ACHIEVE THE PROJECT OBJECTIVES (both inside and outside the classroom. Activities that deal with the preparation, organization, implementation and closing of the project.)

10.- LINK TO THE SUSTAINABLE DEVELOPMENT GOALS AND TARGETS (Go to: http://sdg.humanrights.dk/es/goals-and-targets)

SDG	TARGETS
1.-	1.1. 1.2. …

11.- HOW IS GENDER PERSPECTIVE INCORPORATED INTO THIS SERVICE- LEARNING EXPERIENCE (Equitable distribution of task among man and women; use of non-sexist images and language; recognize and value the existence of multiple gender identities)

12.- ENTITIES PARTICIPATING IN THE PROJECT (social entities, Public Administrations, educational centers, etc.)

13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with SL participants: About what, when and how. Analysis of different perspectives related to the problem that is faced, and link of the SL experiences to the theoretical and methodological framework of the academic subject/curriculum)

14.- EVALUATION (who, what, when and how)

Indicators of impact on learning	Indicators of social impact

15.- CELEBRATION OF THE PROJECT AND ITS RESULTS (diploma award ceremony, party, meetings, etc.)

16.- COMMUNICATION AND DISSEMINATION ACTIVITIES (use of social media, internet, YouTube, publications, etc.)

17.- CALENDAR (timeline of the project activities)

18.- HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (teachers, administrative staff, students; teaching resources, furniture, etc.)

19.- BUDGET (income, expenses and co-financing)

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*Reviewed by the Subcommittee of the Technical Commission of S-L in the Public Universities and the City Council of Madrid.

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