

How to design a service-learning project

Erasmus+ KA2 Project SL-ICP

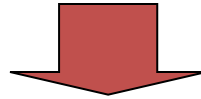


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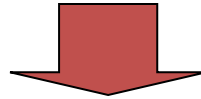


Basic stages

Preparing the project



Implementing the project



Evaluating the project

Basic stages

Preparation	1	Sketch of the idea
	2	Relationship with social entities
	3	Planning of the project
Implementation	4	Preparation with the group
	5	Carrying out with the group
	6	Closing with the group
Evaluation	7	Evaluation

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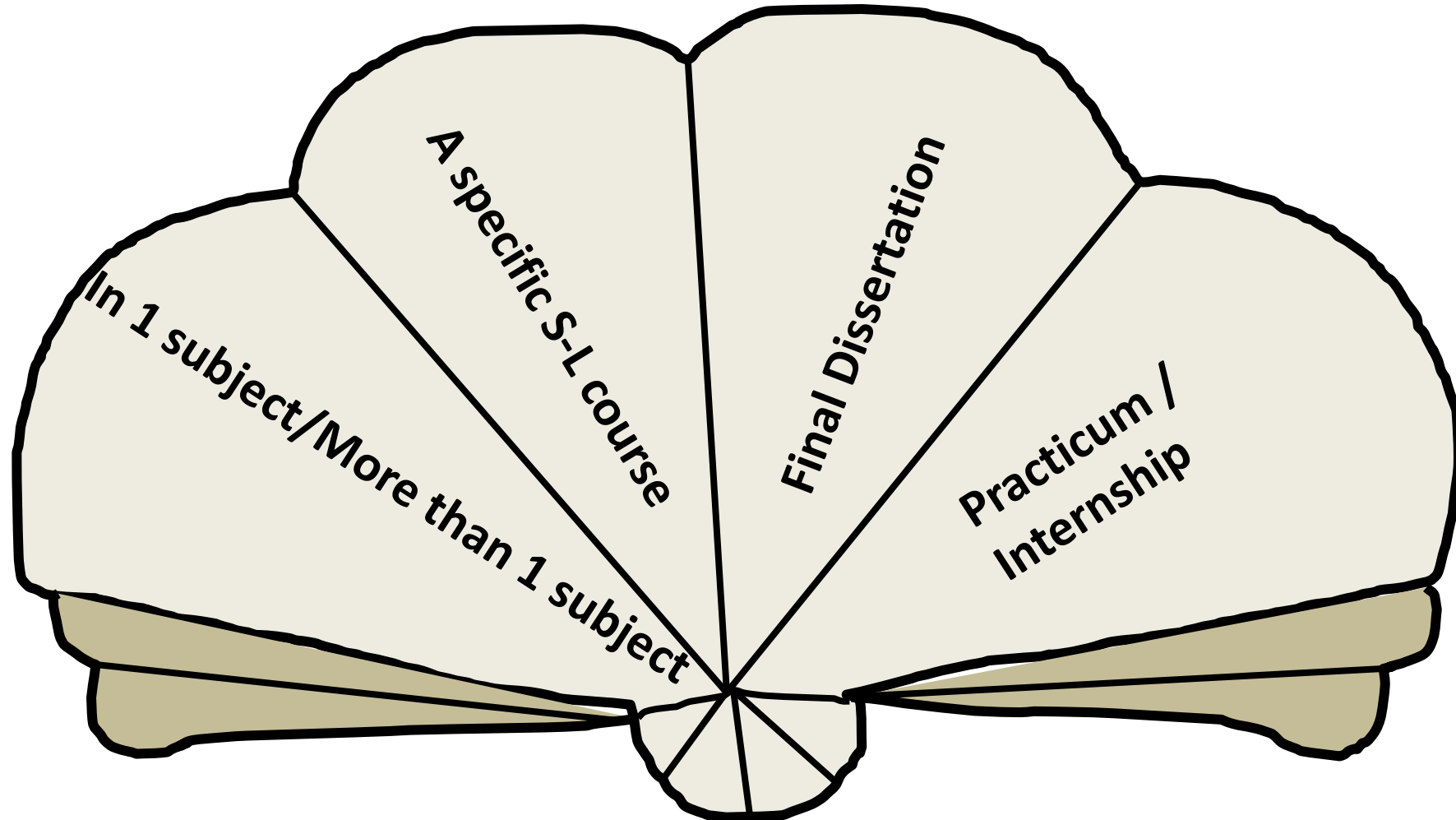
1. Sketch of the idea

Phases:

- Define where to start
- Detecte social needs of the environment and determine which ones could be attended by the students
- Determine the specific service that they could do
- Define the learning facilitated by the service
- Analyze how is the group of students



Where is S-L located...?



For deciding where to begin...



5 basic strategies

Estrategy 1:

Start from an experience that you have and is close to SL

Estrategy 2:

Copy a good SL project that works

Estrategy 3:

Join a good project that works

Estrategy 4:

Identify social organizations that you know

Estrategy 5:

Start from mapping the environment

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2. Relationship with social organizations

Phases:

- Identifying partners
- Pose the demand and reach an agreement
- Signed agreement



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3. Planning of the project

Phases:

- Define **in detail** the **service** to be performed by students
- Define in detail the **pedagogical aspects**
- Define the **management** and organization of the entire project



Define in detail the service to be performed by students

Who is responsible for the project in the social entity?

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

What tasks are related to the service?

What requirements are needed to perform the tasks?

How does the educational center collaborate during the service?

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

How do we evaluate the service performed?

...

Define in detail the pedagogical aspects

To what subject is the project related?

What contents, competences and values are expected to be developed?

Does it require any previous training?

What training is needed for the service?

How will the social entity be related to the pedagogical aspects?

How do we evaluate learning?

...

Define the management and organization of the entire project

What is the calendar and schedule?

What authorizations and insurance are needed?

How to inform (and involve) the whole Department/Faculty/University?

What human resources do we need?

How are the entity and the university going to relate?

What materials and infrastructure are need?

How are we going to register the experience?


What are we going to disseminate?

What is the budget?

Template for the design of a S-L project

1	Summary and general data
2	Background
3	Social need addressed
4	Learning objectives and link to the curriculum
5	Service objectives
6	Network of participating entities
7	Structured Reflection
8	Evaluation
9	Celebration
10	Dissemination
11	Time schedule
12	Resources needed and Budget

The relevance of a template...



TEMPLATE FOR THE DESIGN OF A SERVICE-LEARNING PROJECT*

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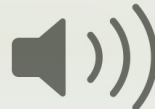
1.- PROJECT TITLE	
2. PROJECT SUMMARY (brief description 300 to 500 words)	
3.- TECHNICAL DATA	
Higher Education Institution or responsible entity:	
Person in charge of the Project in the HE Institution:	
Number of students taking part in the project:	
Course/age/gender of the participating students:	
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 (S-L 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.)	

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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 S-L 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://sda.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 men 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.)	

3

13.- REFLECTION ACTIVITIES (Outline how reflection will be carried out with S-L participants: About what, when and how. Analysis of different perspectives related to the problem that is faced, and link of the S-L 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.- CALL TO PARTICIPATE IN THE PROJECT (teachers, etc.)	
18.- HUM (teachers, etc.)	
19.- BUDGET	



*Designed by Pilar ~~XXXXXXXXXX~~ and Rosario ~~XXXXXX~~ Autonomous University of Madrid.
*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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4. Preparation with the group

Phases:

- **Motivate the group**
- **Analyze the social need and define the service**
- **Organize the work**
- **Reflect on the learning of the planning**



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5. Implementing the project with the group

Phases:

- Carrying out the service
- Register, communicate and disseminate the project
- Reflecting on the lessons learned from the implementation

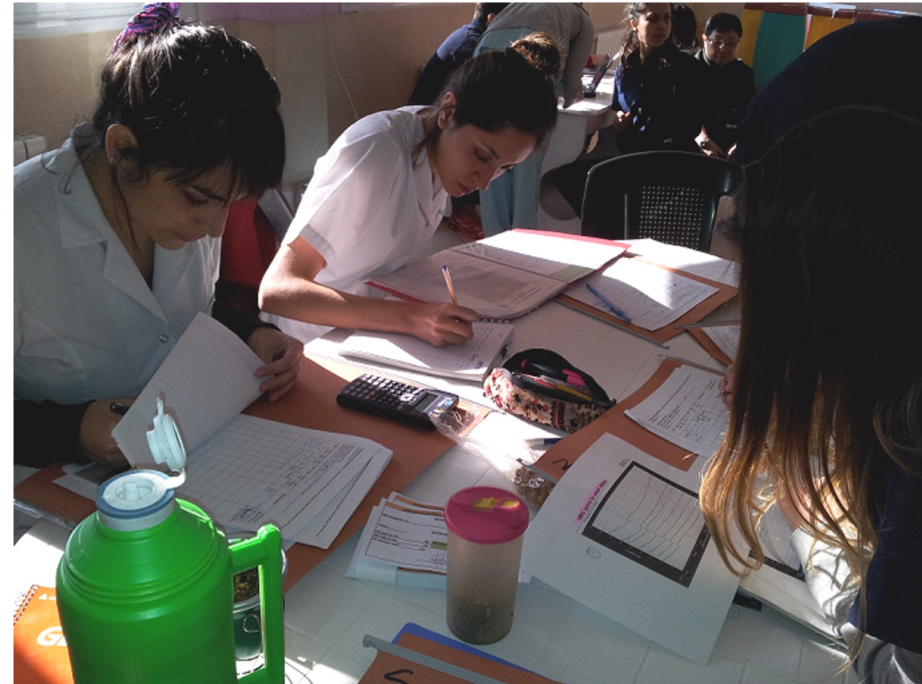


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6. Closing with the group

Phases:

- Reflect and evaluate the results of the service
- Reflect and evaluate the learning achieved
- Projecting future prospects (sustainability of the project)
- Celebrate with all the experience



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7. Evaluation with the group

Phases:

- Evaluate the results of the service
- Reflect on the whole learning process
- Project future actions
- Celebrate the finished project
- Present it publicly
(Disseminate it)



Evaluation by the teacher

Phases:

- Evaluate the group and its members
- Evaluate networking with entities
- Evaluate the experience as a SL project
- Self-evaluation as a coordinator



Reflection and Evaluation in Service-Learning



Reflection *vs* Evaluation

REFLECTION	EVALUATION
To reflect means to think carefully and thoughtfully about something.	To evaluate means to estimate, appreciate, calculate the value of something.
Reflection does not always involve evaluation	Evaluating always involves reflection
It is personal, although it can be shared	Self-assessment, co-assessment and heteroassessment take place.
It leads to transforming community reality and personal reality.	It leads to improvement of practice
How to reflect and how	What is to be evaluated and how
It involves connecting theoretical academic knowledge and practical experiential knowledge.	It involves knowing what the effects of this practice are, who has benefited from the results and who is responsible for these effects.
	Qualitative and quantitative evaluation

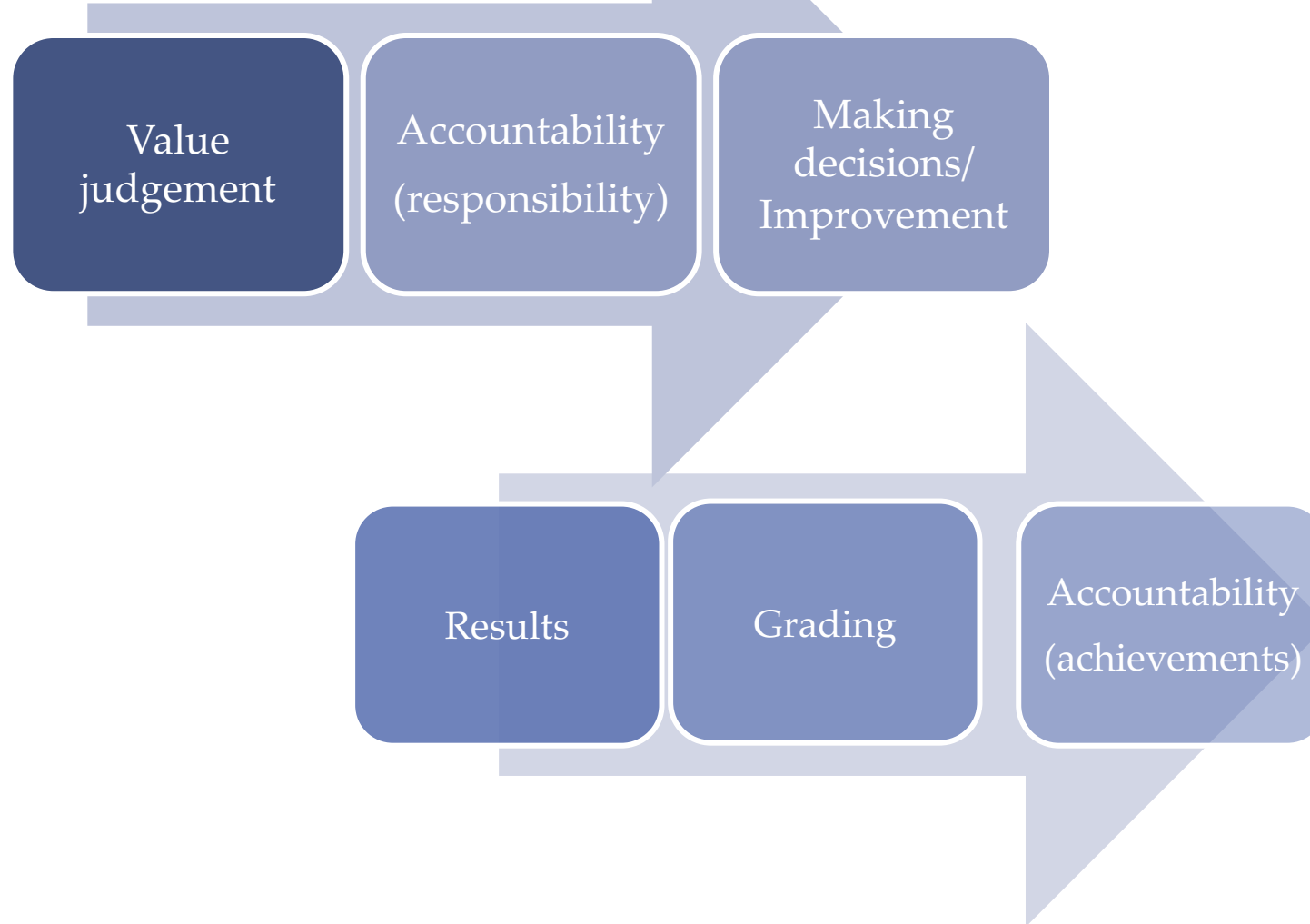
Reflection *vs* Evaluation

Example:

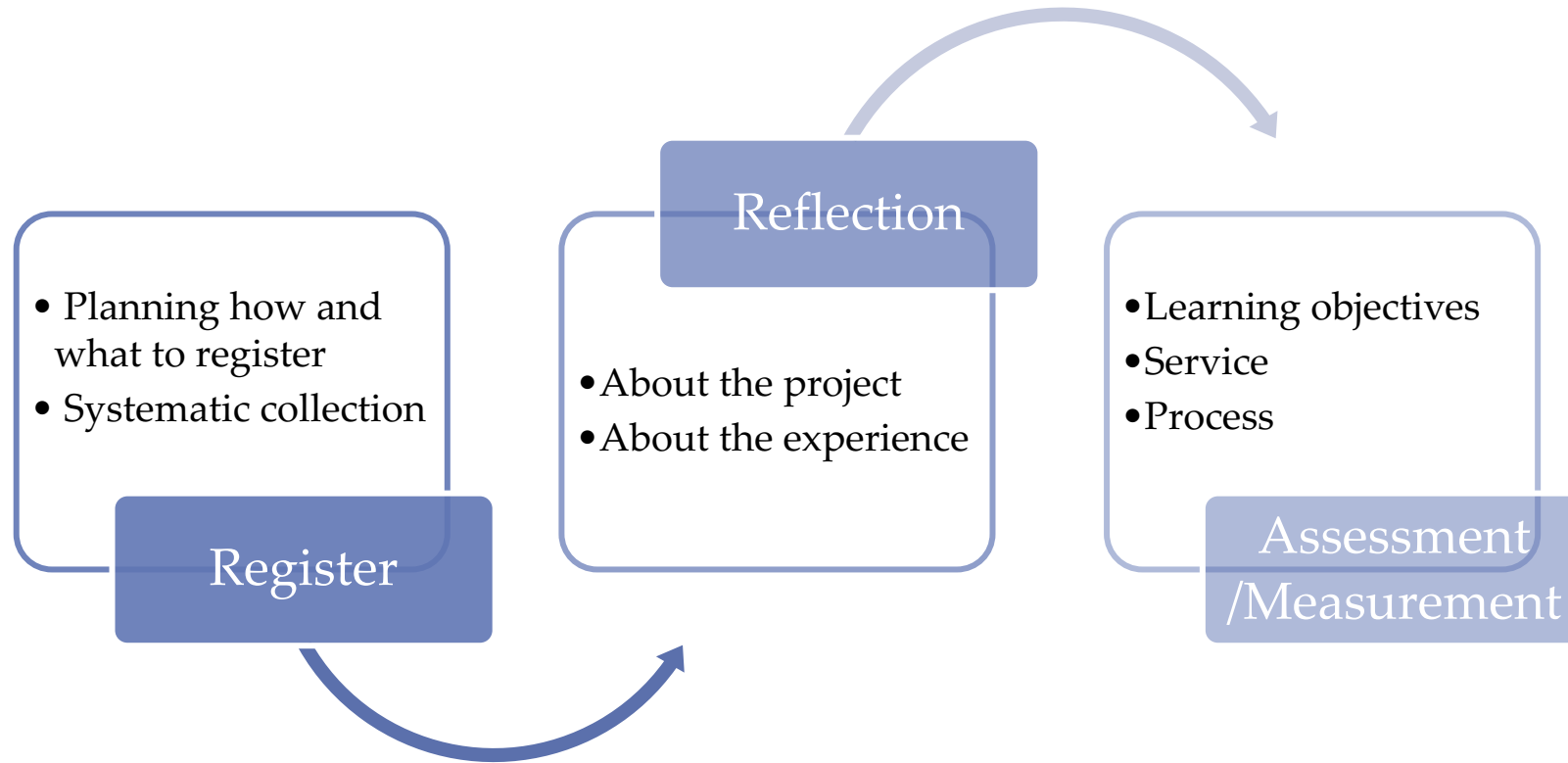
Objective: Improving student participation processes

- **Reflection** on the motivations and expectations for participating in the ApS project.
- **Evaluation** of student participation based on indicators:

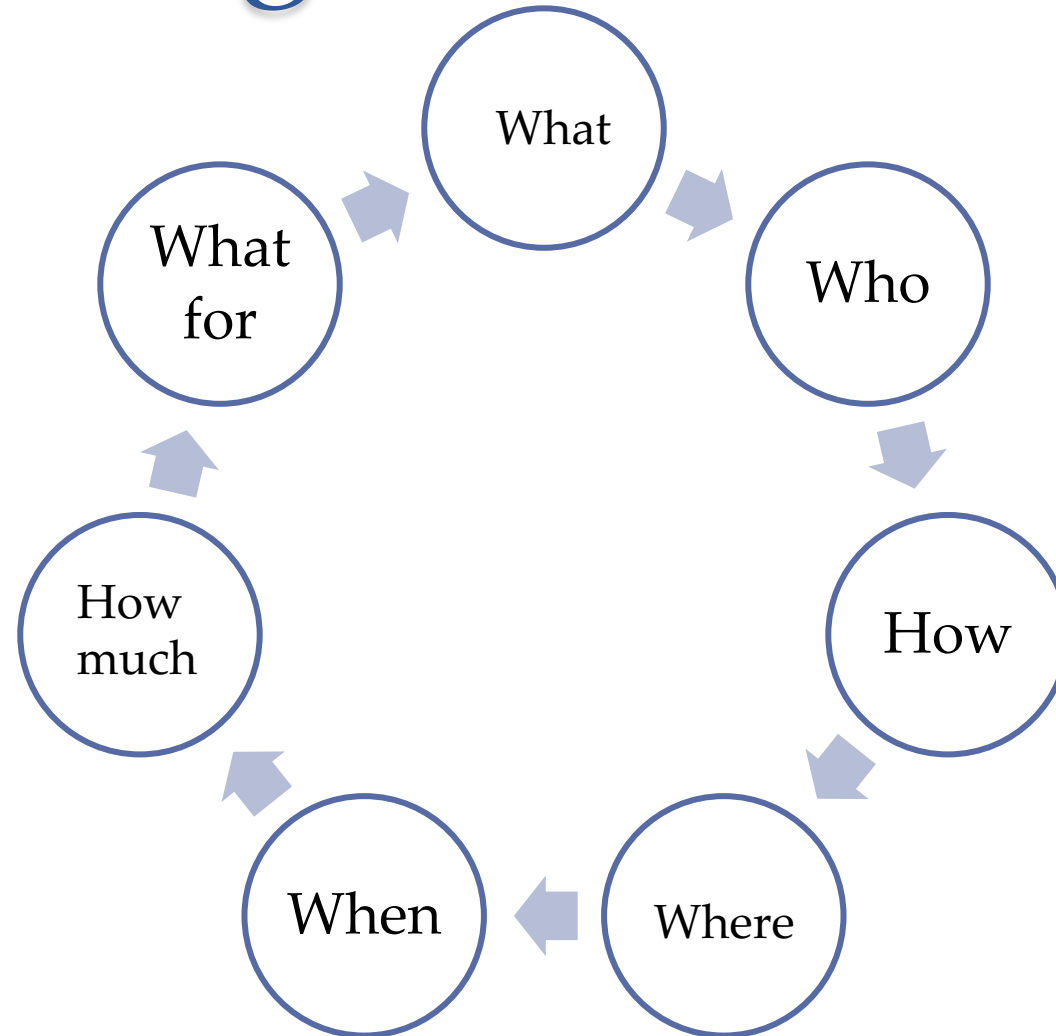
Evaluación *vs* Calificación



3 permanent & transversal actions



Planing the evaluation



What is evaluated



The Project
and its design

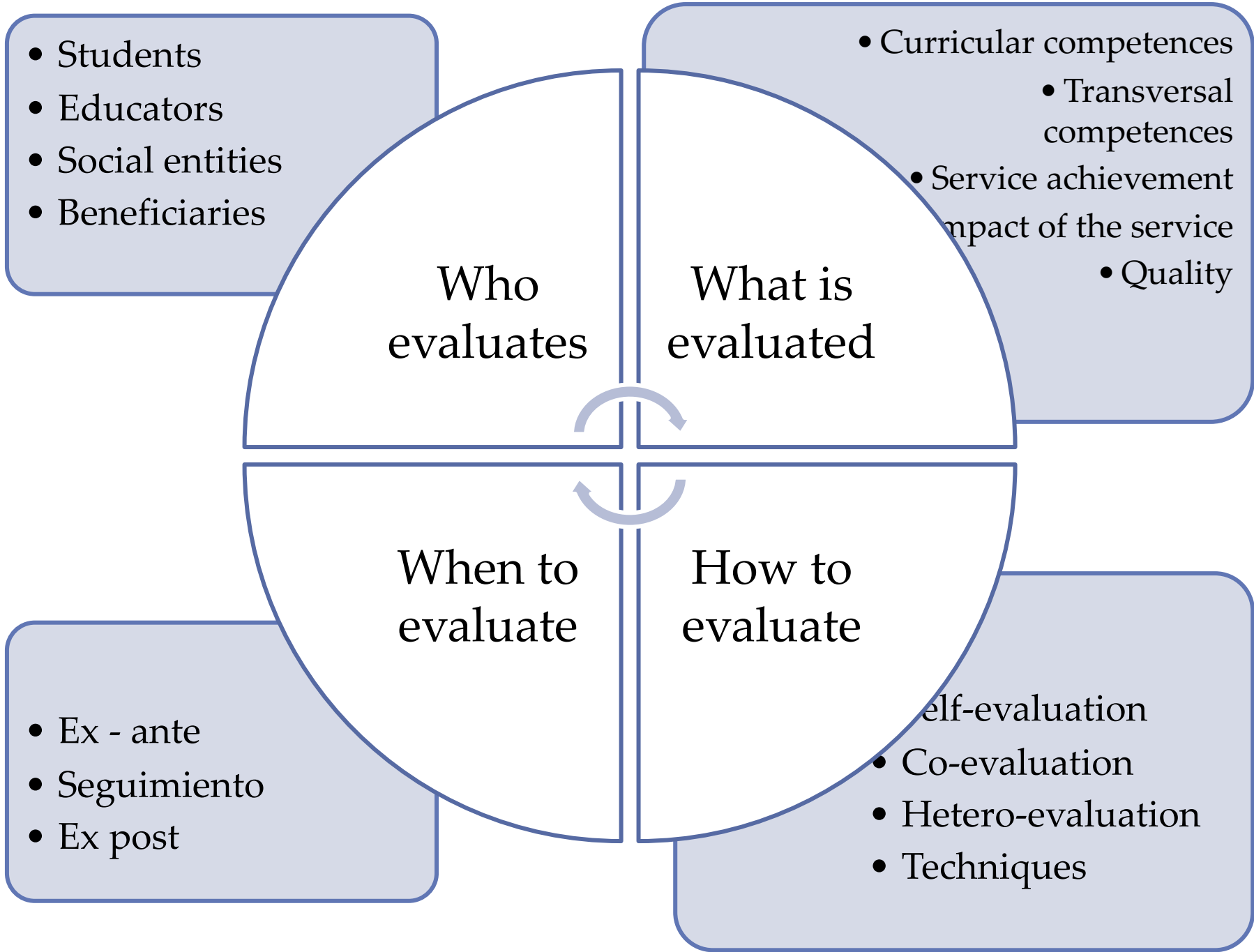


Implementation



Results:

- Learning
- Impact (students, educators, community, university)
 - Direct & indirect
 - Expected & Non-expected



Techniques & instruments

DIRECT

- Systematic observation (observation guide, register, register of incidents, etc.).
- Checklists, checklists
- Interview
- Discussion groups
- Written or oral tests (diaries, papers, videos, photos...)
- Rubric
- Portfolio of evidence

INDIRECT

- Questionnaire
- Survey
- Case study analysis
- Practical exercises

• Evaluation report •

Recomendations

- Evaluate with a variety of complementary instruments
- Formulate the indicators of each instrument appropriately
- Involve all actors (participatory evaluation)
- Evaluate all the phases that converge in this experience
- Extend the evaluation beyond the qualification or the final result