APPRENDIMENTO-SERVIZIO:
DAL DIRE AL FARE, SAPERE E SENTIRE

Sabato 15 maggio 2021, ore 9-14

In collaborazione con

Service-Learning: una risorsa per l'università europea

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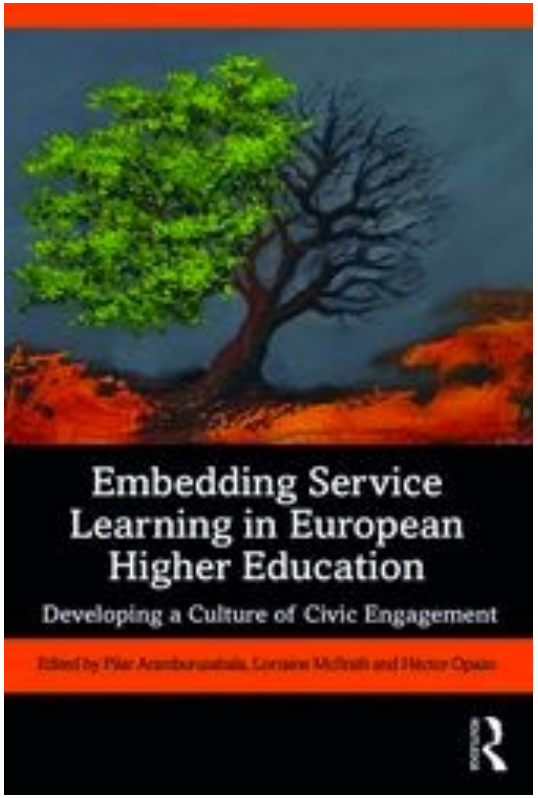
Service-Learning

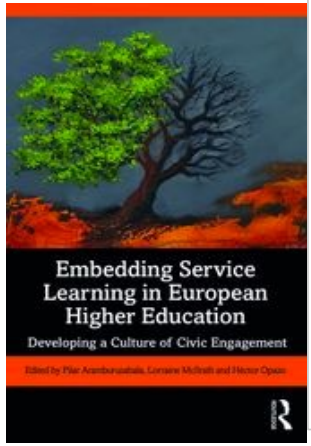
Service learning brings together students, academics and the community whereby **all become teaching resources**, **problem solvers** and **partners**.

In addition to **enhancing academic and real-world learning**, the overall purpose of service learning is to instil in students a **sense of civic engagement** and **responsibility** and **work towards positive social change within society**.



EUROPE ENGAGE

Fare bene il Service Learning



Caratteristiche del Service Learning

4R

1. *Rispetto*
2. *Reciprocità*
3. *Rilevanza*
4. *Riflessività*

14 Standard di Qualità:

Soddisfare bisogni reali della comunità (organizzazione) e questioni rilevanti e significative per la comunità/gli studenti

Partenariato e reciprocità con organizzazioni locali (si costruisce insieme il progetto con «vantaggi» reciproci per l'università e le organizzazioni: formazione, soluzioni, idee, prodotti)

Obiettivi definiti (e realistici) sia dal punto di visto della formazione accademica (collegati con il curriculum accademico) che dei partner (quali bisogni, quali risultati si possono/vogliono portare a casa con il coinvolgimento degli studenti per il tempo del progetto)

Apprendimento di competenze civiche e trasversali (riflessione su come si raggiunge questo obiettivo, con quali attività specifiche nel contesto reale)

Partecipazione attiva degli studenti (dare la possibilità di metterci del loro, di usare quello che sanno, e il loro sguardo)

Facilitare la riflessione sistematica dello studente (sia sul versante università, sia sul versante organizzazione)

Fornire supporto e coaching agli studenti (non va bene che lo studente si senta «manovalanza pura» o che sia «buttato dentro» l'organizzazione senza una chiara cornice del contesto in cui opera (è funzionale anche a sviluppare consapevolezza critica)

Tenere conto del tempo del progetto (il tempo sul campo non è tanto, ma il progetti devono essere sviluppati per essere realizzati e aver senso in quel tempo che c'è a disposizione)

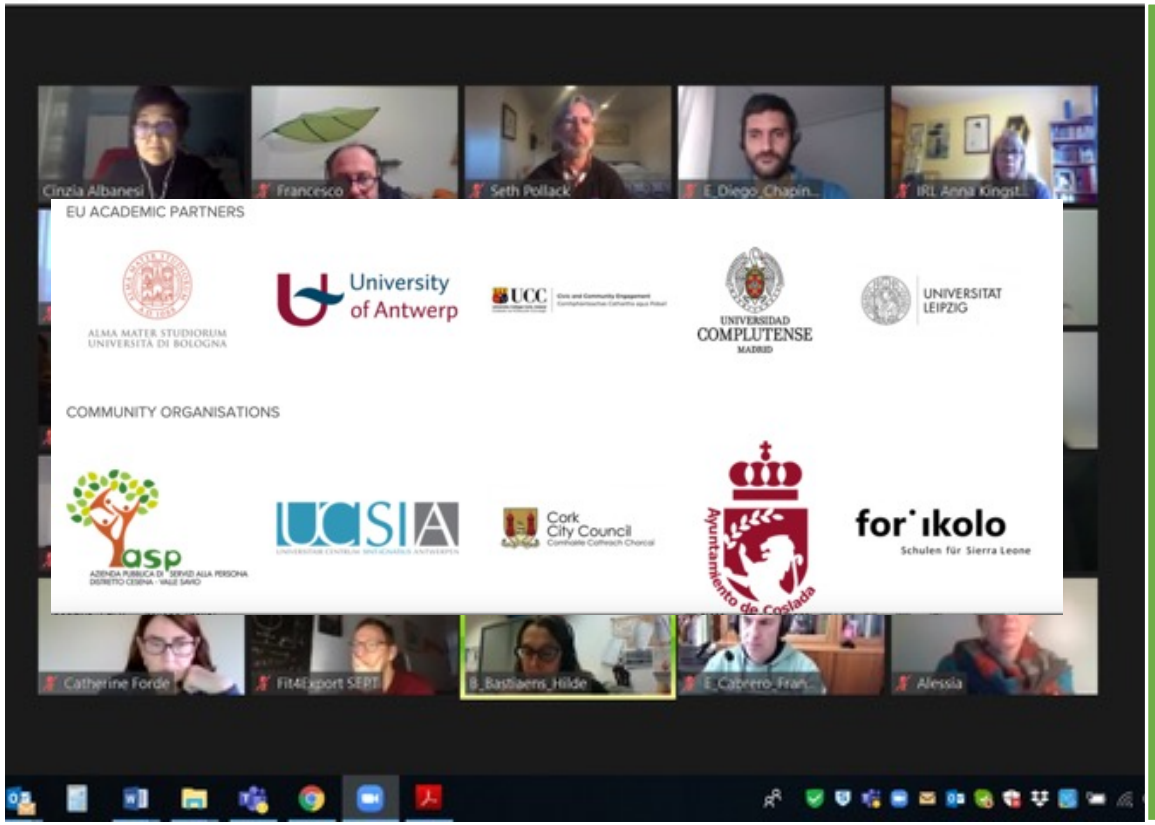
Includere valutazione (gli studenti prendono un voto per quello che hanno imparato non per essersi messi a disposizione della comunità) e a noi interessa capire cosa hanno imparato e come sono cambiati) raccogliere anche la prospettiva dei tutor.

Sostenibilità e impatto a lungo termine del coinvolgimento delle organizzazioni nel programma di SL

UNICORN

UNIVERSITY COMMUNITY LEARNING

Co-funded by the Erasmus+ Programme of the European Union



- L'obiettivo principale del progetto UNICORN è quello di offrire agli studenti universitari una nuova opportunità di apprendimento per sviluppare le cosiddette "competenze civiche e democratiche": (senso civico, capacità di cooperazione, capacità interculturali, apertura all'alterità culturale, flessibilità e adattabilità, conoscenza e comprensione critica di sé e degli altri, ecc.). Queste competenze, anche se non strettamente disciplinari, sono sempre più necessarie per affrontare le attuali sfide sociali e in particolare per agire come un cittadino attivo e un professionista competente nelle società complesse e diverse di oggi.

- Per raggiungere questi obiettivi, il partenariato UNICORN istituirà un nuovo programma di mobilità internazionale per gli studenti dell'istruzione superiore che integra l'approccio Service-Learning

UNICORN
UNIVERSITY COMMUNITY LEARNING

Co-funded by the Erasmus+ Programme of the European Union

The Seven Dimensions of a UNICORN SL Project

Dimension	Definition
1) **Mobility and online exchange.**	Service Learning projects are appropriate for international students, and have developed approaches to maximize the benefits of mobility and online exchange for deeper global civic and cultural learning and community engagement.
2) **Meaningful reciprocal partnerships that meet actual community needs.**	Reciprocal partnerships and processes inform the design of the class and the community activities.
3) **Academically relevant, real world student involvement in the community.**	Community involvement is relevant to and integrated with the discipline-based academic content and assignments
4) **Explicit global civic and cultural competencies.**	Global civic and cultural competencies are explicitly articulated and develop students' capacities to reflect on social and economic inequities in local, regional and global contexts.
5) **Critical reflection to facilitate learning.**	Critical reflection activities and assignments integrate classroom and community learning.
6) **Integrated assessment of student learning.**	Student learning assessment addresses the discipline-based, global civic and cultural competencies, linguistic skills (where relevant), and includes feedback from the community.
7) **Attention to community impact of service.**	Systems exist to share learning with the community and assess community impact of service projects.

Dimension	Emergent Practice	Developing Practice	Well-Developed Practice
2) **Meaningful reciprocal partnerships that meet actual community needs.** Reciprocal partnerships and processes inform the design of the class and the community activities.	Academic staff (professors and administrative) contact community organizations to host students and provide a brief overview of the class (e.g., learning goals, competencies, syllabus) and the types of community activities that are relevant to community needs.	Academic staff meet with the community partner(s) to discuss the class (e.g., preparation/orientation of students, learning goals and competencies, syllabus), and to brainstorm together about what types of community activities can contribute to student learning and also benefit the community.	Academic staff collaborate with and learn from the community partner(s) as co-educator(s) in various aspects of course planning and design (e.g., learning goals and competencies, readings, preparation/orientation of students, reflection, assessment) and together they identify community projects that can enrich student learning and add to the capacity of the organization and benefit the community.

RURAL 3.0

: SERVICE LEARNING
FOR THE RURAL DEVELOPMENT

Co-funded by the Erasmus+ Programme of the European Union

- **UNIVERSITA'**
- Polytechnic Institute of Viana do Castelo (ESE) (Portogallo)
- University College of Teacher Education Vienna (Austria)
- University of Zagreb (FFZG) (Croazia)
- Rotterdam School of Management - Erasmus University (Paesi Bassi)
- Strascheg Center for Entrepreneurship (Germania)
- Autonomous University of Madrid (Spagna)
- Vytautas Magnus University (Lituania)
- Università di Bologna (Italia)

PARTNERS RURALI

- AJDeão (Portogallo)
- LAG* 5 (Croazia)
- LAG Ammersee (Germania)
- Kaunas district LAG (Lituania)
- Galsinma (Spagna)
- Stichting Schutsluis Alblasserdam (Paesi Bassi)
- Plenum (Austria)
- LAG L'Altra Romagna (Italia)

* LAG (o GAL) sta per Gruppo di Azione Locale

Finanziamento EU: 999.138,80€
Durata del progetto: 2019-2021

Far incontrare le università (IHEIs) e i partner rurali per lavorare su una questione chiave di interesse comune: lo sviluppo delle conoscenze e delle abilità necessarie per creare cambiamenti nelle comunità rurali

Usare il service-learning per sviluppare congiuntamente (studenti, accademici e comunità) soluzioni alle sfide che incontrano, innovazione dei prodotti e dei processi.

Una Europa is an alliance of eight European universities.

ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

Unibo for Una Europa

una europa

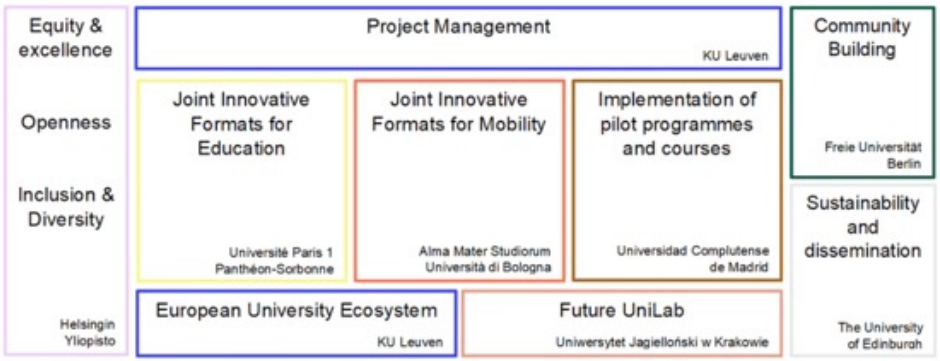
HOME | ABOUT | PROJECTS | STUDENT ENGAGEMENT

Home / Projects / Unibo seed-funded initiative 2019 and 2020

Unibo seed-funded initiative 2019 and 2020

- **Creating a collaborative UNAEUROPA Service-Learning network to transform**
  Coordinator: Cinzia Albanesi, Dep. of Psychology

We aim to use the three-year project to develop Una Europa from an incubator of ideas to a truly European virtual campus.



The European Observatory of S-L in higher education

European Observatory
of Service-Learning
in Higher Education

EOSLHE

HOW TO GET INVOLVED

The European Observatory is a networking space to share and disseminate information regarding the service-learning methodology in higher education across the 49 European countries.

Sharing your experience
Contribute to mapping service-learning in European higher education. Fill in the form will take you less than 10 minutes.

Sharing a good practice
To be published on the website. It can take you up to one hour but you can do it in more than one session.

Sharing grey literature, book releases, reports and dissertations
EOSLHE is creating a database with references of resources related to service-learning in higher education.

Sharing events and news
We are delighted to publish and disseminate any news and events taking place in Europe

RESOURCE LIBRARY

The EOSLHE search tool will return a list of materials always related to the field of service-learning in higher education.

- General search
- Type of materials
- Country
- Discipline
- Service area
- Date
- Academic degree
- Type of institution
- Type of instruction
- Type of interaction
- Language

The tool has been designed to help the users to narrow their search. Users can do a general search or limit it by combining 10 filters.

European Observatory of Service-Learning in Higher Education

Aims to promote service-learning as a pedagogical approach that embeds and develops civic engagement within European higher education.

www.eoslhe.eu

MISSION

EOSHLE aims to collect experiences and identify good practices for developing a well-structured and updated repository of service-learning in higher education across Europe.

VISION

Within the next three years the Observatory is recognised as the service-learning resource center of reference for researchers, teachers, students, higher education institutions, social entities and policy makers.

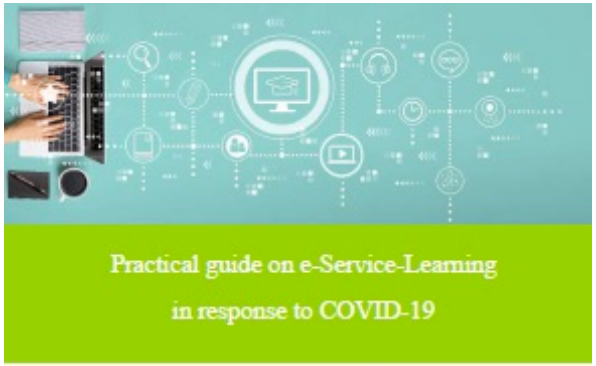
KEY INITIATIVES

- Facilitating the formalisation of the European Association of Service-Learning in Higher Education (EASLHE).
- Mapping service-learning experiences across Europe.
- Identification of good practices.
- Dissemination of service-learning resources, publications, events and news.
- Carrying out research.
- Promotion of knowledge management, exchange of experiences and partnerships.
- Publication of annual reports on the state of the art of service-learning in European higher education.
- Development of tools and resources for data analysis.
- Support for developing service-learning experiences, programme and processes of institutionalisation.

EASLHE

SERVICE-LEARNING
#ECSL2019
EASLHE General Meeting
21st September 2019

Attività EASLHE



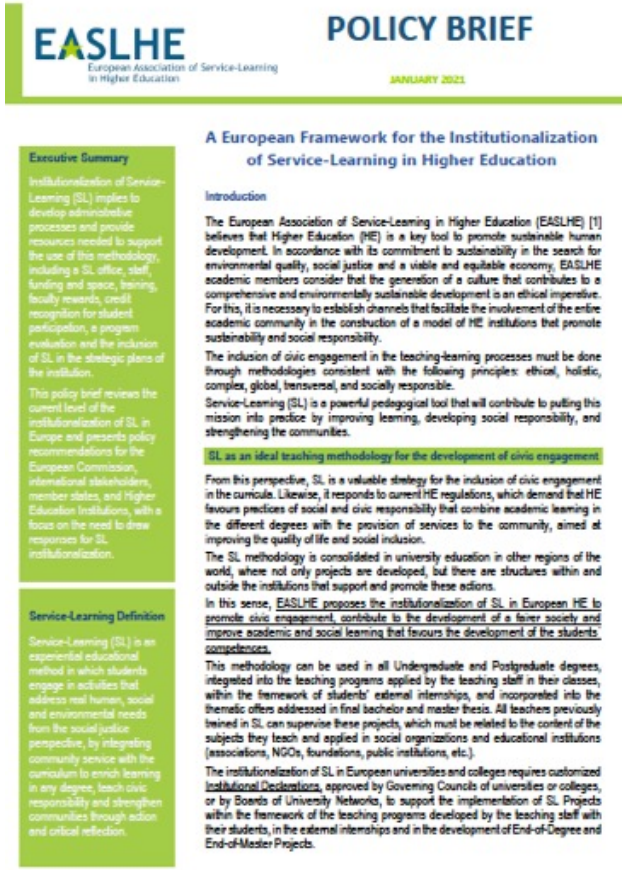
EASLHE
European Association of Service-Learning in Higher Education

European Observatory of Service Learning in Higher Education

In collaboration with:

PALECH

UNED



EASLHE
European Association of Service-Learning in Higher Education

POLICY BRIEF

JANUARY 2021

Executive Summary

Institutionalization of Service-Learning (SL) implies to develop administrative processes and provide resources needed to support the use of this methodology, including a SL office, staff, funding and space, training, faculty rewards, credit recognition for student participation, a program evaluation and the inclusion of SL in the strategic plans of the institution.

This policy brief reviews the current level of the institutionalization of SL in Europe and presents policy recommendations for the European Commission, international stakeholders, member states, and Higher Education Institutions, with a focus on the need to draw responses for SL institutionalization.

Service-Learning Definition

Service-Learning (SL) is an experiential educational method in which students engage in activities that address real human, social and environmental needs from the social justice perspective, by integrating community service with the curriculum to enrich learning in any degree, teach civic responsibility and strengthen communities through action and critical reflection.

A European Framework for the Institutionalization of Service-Learning in Higher Education

Introduction

The European Association of Service-Learning in Higher Education (EASLHE) [1] believes that Higher Education (HE) is a key tool to promote sustainable human development. In accordance with its commitment to sustainability in the search for environmental quality, social justice and a viable and equitable economy, EASLHE academic members consider that the generation of a culture that contributes to a comprehensive and environmentally sustainable development is an ethical imperative. For this, it is necessary to establish channels that facilitate the involvement of the entire academic community in the construction of a model of HE institutions that promote sustainability and social responsibility.

The inclusion of civic engagement in the teaching-learning processes must be done through methodologies consistent with the following principles: ethical, holistic, complex, global, transversal, and socially responsible.

Service-Learning (SL) is a powerful pedagogical tool that will contribute to putting this mission into practice by improving learning, developing social responsibility, and strengthening the communities.

SL as an ideal teaching methodology for the development of civic engagement

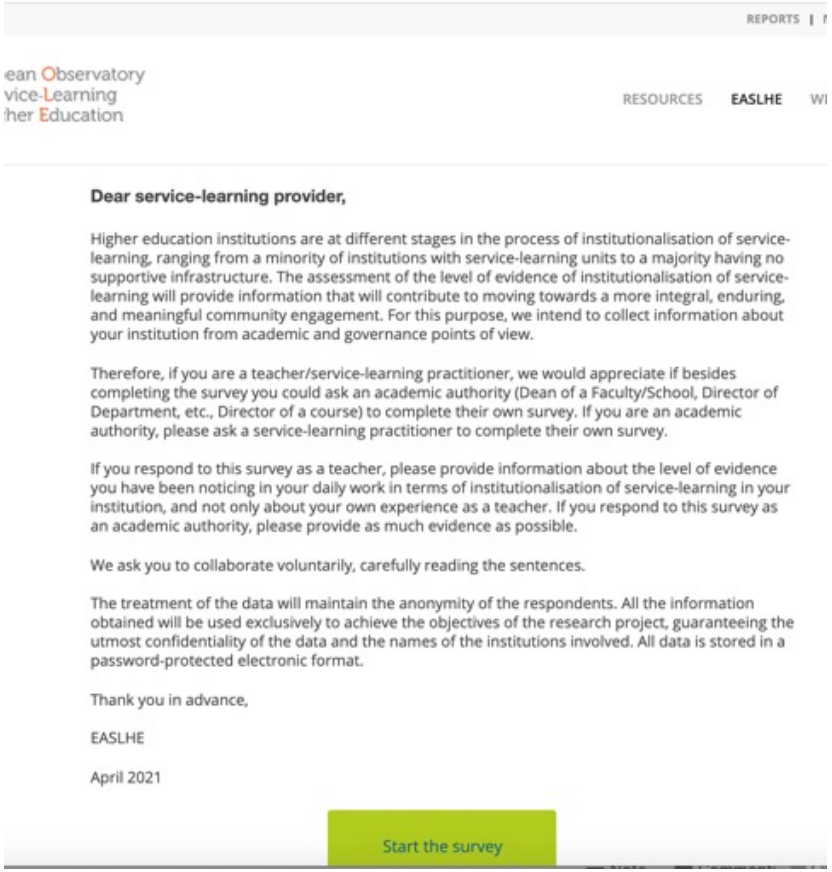
From this perspective, SL is a valuable strategy for the inclusion of civic engagement in the curricula. Likewise, it responds to current HE regulations, which demand that HE favours practices of social and civic responsibility that combine academic learning in the different degrees with the provision of services to the community, aimed at improving the quality of life and social inclusion.

The SL methodology is consolidated in university education in other regions of the world, where not only projects are developed, but there are structures within and outside the institutions that support and promote these actions.

In this sense, EASLHE proposes the institutionalization of SL in European HE to promote civic engagement, contribute to the development of a fairer society and improve academic and social learning that favours the development of the students' competences.

This methodology can be used in all Undergraduate and Postgraduate degrees, integrated into the teaching programs applied by the teaching staff in their classes, within the framework of students' external internships, and incorporated into the thematic offers addressed in final bachelor and master thesis. All teachers previously trained in SL can supervise these projects, which must be related to the content of the subjects they teach and applied in social organizations and educational institutions (associations, NGOs, foundations, public institutions, etc.).

The institutionalization of SL in European universities and colleges requires customized Institutional Declarations, approved by Governing Councils of universities or colleges, or by Boards of University Networks, to support the implementation of SL Projects within the framework of the teaching programs developed by the teaching staff with their students, in the external internships and in the development of End-of-Degree and End-of-Master Projects.



REPORTS

ean Observatory
vice-Learning
her Education

RESOURCES EASLHE

Dear service-learning provider,

Higher education institutions are at different stages in the process of institutionalisation of service-learning, ranging from a minority of institutions with service-learning units to a majority having no supportive infrastructure. The assessment of the level of evidence of institutionalisation of service-learning will provide information that will contribute to moving towards a more integral, enduring, and meaningful community engagement. For this purpose, we intend to collect information about your institution from academic and governance points of view.

Therefore, if you are a teacher/service-learning practitioner, we would appreciate if besides completing the survey you could ask an academic authority (Dean of a Faculty/School, Director of Department, etc., Director of a course) to complete their own survey. If you are an academic authority, please ask a service-learning practitioner to complete their own survey.

If you respond to this survey as a teacher, please provide information about the level of evidence you have been noticing in your daily work in terms of institutionalisation of service-learning in your institution, and not only about your own experience as a teacher. If you respond to this survey as an academic authority, please provide as much evidence as possible.

We ask you to collaborate voluntarily, carefully reading the sentences.

The treatment of the data will maintain the anonymity of the respondents. All the information obtained will be used exclusively to achieve the objectives of the research project, guaranteeing the utmost confidentiality of the data and the names of the institutions involved. All data is stored in a password-protected electronic format.

Thank you in advance,

EASLHE

April 2021

Start the survey

IV Conferenza Europea sul S-L

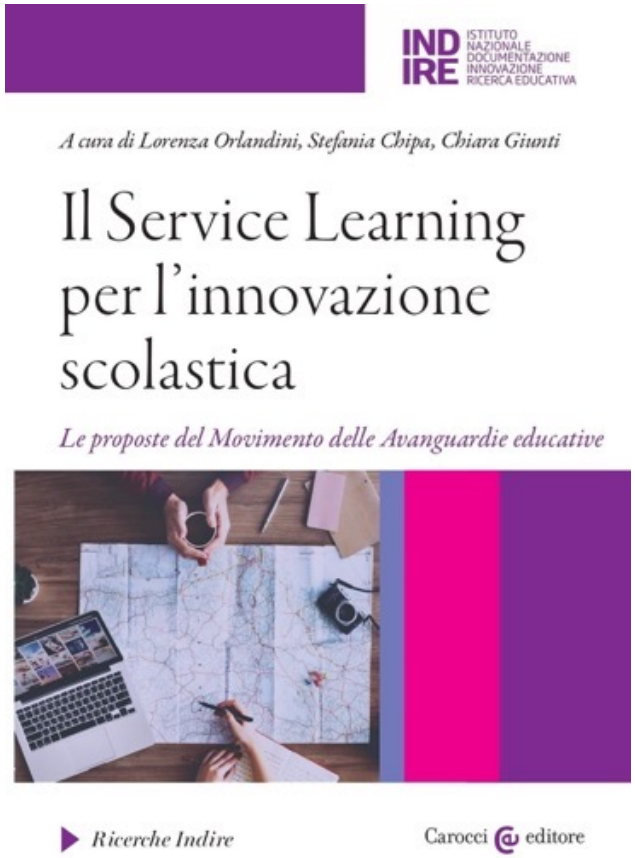
4th European Conference on Service-Learning in Higher Education, Sept. 16-17, 2021

Multiplier Event of Erasmus+ project ENGAGE STUDENTS, Romania

La conferenza si svolgerà dal 16 al 17 settembre 2021, in un formato ibrido in **Romania** e online. Ospiterà keynote lectures, presentazioni parallele e workshop durante un programma di due giorni di conferenza ibrida.

Concentrandosi sulle sfide contemporanee dell'impegno e dei partenariati università-comunità, la quarta conferenza europea sul Service-Learning si propone di essere una occasione per una riflessione critica sull'impegno nella comunità, la necessità di incorporare il Service-Learning nel curriculum, e il valore delle esperienze pratiche nel Service-Learning per studenti, insegnanti e partner della comunità.

La conferenza e una opportunità di scambio di conoscenze sulla pratica e sulla ricerca sul Service-Learning e la **costruzione di reti** in questo campo.

Le sfide a livello europeo

- Adottare: standard qualità trasversali nei diversi paesi
- Valutare:
  - Acquisizione di competenze disciplinari e civiche (es. Competences for Democratic Culture Framework)
  - Impatto sulla comunità (CIE, Meringolo, Volpi, Chiodini, 2019)
  - Effetto trasformativo (innovazione, empowerment) sulla comunità accademica e sulla partnership comunità-università (Zani, Albanesi 2020)
- Valorizzare (davvero) il ruolo di co-educatori delle organizzazioni di comunità (Compare, Albanesi, under review)
- Istituzionalizzare il SL nelle Università Europee