



STAFF TRAINING HANDBOOK

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INTRODUCTION TO THE UNICORN HANDBOOK

Aims of the Handbook

This Staff Training Handbook aims to help academics and community organizations co-design UNICORN projects that can be embedded in the UNICORN international service-learning (ISL) mobility scheme. A “UNICORN project” is an experiential learning activity with a SL component that addresses the seven identified dimensions outlined in the UNICORN Taxonomy presented in this document.

This Handbook is meant both as a tool for academics’ and community organizations’ staff self-training and for higher education institutions (HEIs) and community organizations to replicate further training on how to design UNICORN projects suitable for international exchange students. The Handbook is conceived as a tool for group self-training activities, where academics and community organizations’ staff have a space to collaborate and confront each other on the presented contents. Nevertheless, it was structured in such a way as to be a reliable individual self-training tool.

The UNICORN Staff Training Handbook was not designed as a *how-to* but as a *reflexive* tool, where key questions are provided to navigate across core concepts of SL. Key queries are proposed, calling into question SL principles and their practical application. Rather than delivering literature reviews on the central topics connected to SL, the Handbook presents a brief overview of core concepts, providing a European UNICORN lens to SL and problematizing specific approaches to the identification, design, implementation and assessment and evaluation of the UNICORN projects. In order to provide a common framework of reference, we propose in the following paragraphs the *why*, *who*, *when*, *what*, *where*, and *how* of the European UNICORN lens to guide readers in the rationale of identifying specific concepts as core values of the service-learning experience.

WHY CHOOSE SERVICE-LEARNING?

Service-learning aims to increase a sense of social and community responsibility in students and in all the actors involved, and to encourage the development of collaborative networks and partnerships that work together towards positive social change within society. While a great emphasis is placed on how students are the primary beneficiaries of the SL experience, SL should support the development of all involved actors’ civic engagement and social responsibility.

WHO SHOULD BE INVOLVED IN SERVICE-LEARNING?

Service-learning requires establishing and maintaining partnerships between university and community organizations (organizations based in the community that operate in the governmental or non-profit sector, including education, health, migration etc.). Through the partnership, actors co-design a project that can: contribute to responding to community-based organizations’ needs (or

those of their users); support the acquirement and development of civic competencies and social responsibility of students; contribute to strengthening faculty’s social responsibility; underpin the translation of this responsibility into curricular content and concrete service opportunities offered to students. The capability and the willingness to cultivate meaningful relationships are essential to the maintenance of the partnership, and effort and commitment are expected from the academic (professors and administrative support persons) and the community organizations side. In the European UNICORN model, service-learning offers community partners the opportunity to engage in a meaningful relationship with the university where they can co-create the learning process, becoming co-educators and using their knowledge/experience to support the learning process of students. At the same time, community partners can benefit from the knowledge of the university derived from evidence-based research and theory development, supporting university research and contributing to setting the research agenda.

WHAT CAN SERVICE-LEARNING OFFER?

Service-learning offers students meaningful community activities that can contribute to accomplishing specific academic learning goals and competencies while developing their civic competencies. To achieve this goal, meaningful service activities should be embedded in curricular learning activities (so that students develop their civic skills in a relevant context for their academic/professional development). Moreover, the service opportunities should enable students to better understand the community context and culture. Collaboration with the community can offer students the chance to engage with local issues/challenges and use their academic and personal knowledge to engage in the community. Through service-learning, students are given concrete opportunities to play an agentic role in the project development process, making a significant contribution and being recognized as active agents in the process of service.

WHAT COMPETENCIES DOES SERVICE-LEARNING DEVELOP?

The key competencies that the European UNICORN model aims to strengthen are those identified within the Reference Framework of Competences for Democratic Culture (RFCDC) of the Council of Europe, which posit four dimensions of competence: values, skills, attitudes, knowledge and understanding (see UNIT 3). This framework presents competence as a process of selection, activation, organization and application of these dimensions in a coordinated, adaptive and dynamic manner to concrete situations like those experienced through service-learning. The RFCDC has been integrated into the context of UNICORN mobility since we acknowledge the relevance of pursuing a democratic culture where competencies to share culturally diverse democratic societies are essential, together with the ability to recognize the interconnectedness that characterizes local and global communities.

HOW TO DESIGN MEANINGFUL SERVICE-LEARNING PROJECTS?

There are various approaches to service-learning in literature. Nevertheless, we posit some core goals to pursue when developing partnerships and projects to offer meaningful service activities that are relevant to the student's field of study and can contribute to developing global social and civic competencies.

- Respect community knowledge and embed it in the designing process.
- Clarify the competencies to be achieved (which ones can be prioritized within the CDC framework?).
- Emphasize the agentic role of students and the pivotal role of social responsibility.
- Engage students in the community and reflect on their engagement in the community contexts, including their strengths and weaknesses, opportunities and challenges.
- Ensure that this process of experience and reflection is relevant to the student's academic development.
- Support the development of students' critical awareness through different tools (reflective journals, class discussion, virtual class supervision) that help them understand issues of social power, privilege and responsibility for contributing to public well-being.

WHERE TO IMPLEMENT SERVICE-LEARNING?

In the context of UNICORN mobility, there are different sites/locations that host/support the learning experiences:

- The local communities where community organizations are based (where the students move physically or virtually) and where (hosting) community organizations are based.
- The blended community: a shared space for virtual interactions, where hosting and sending HEI institutions to offer preliminary training, monitoring and supervision, and evaluation tools.

The handbook and the training: the educational approach underlying its design.

The structure of the Handbook and how to use it

The Handbook aims to guide readers in a step-by-step process through the seven dimensions of the Taxonomy, which are arranged in five units. Despite addressing specific contents, each unit follows the same structure:

- 1) A first introduction of the core concepts of the unit where readers can find clear and essential information and selected materials to learn, understand and reflect on the proposed topic;
- 2) A section on the discussion guide where readers can find questions and exercises to further reflect on the unit's contents. Questions and exercises were differentiated for scholars and community members/partners in order to allow both individual and group self-training activities. This section can be exploited as a tool for replicating further training;

3) A section on the UNICORN SL Taxonomy check-in, designed to reflect on the taxonomy characteristic(s) addressed by the unit. For each characteristic, descriptors of emergent, developing and well-developed practice are presented in order to guide the readers in identifying their placement and reflecting on their strengths and challenges to build their UNICORN projects further;

4) A final section of the references of the scientific and grey literature cited throughout the unit was included to facilitate the readers who need/want to have more detailed information or are particularly interested in the specific topics that deal with that dimension.

Following this introductory section, readers can find the UNICORN Taxonomy. The content of the taxonomy is reprised throughout the five units of the Handbook:

- in **Unit 1**, readers can find a brief outline of the service-learning methodology, its core values, the specificities related to the mobility component, and the SL international declination. This introductory unit provides essential information to approach the content of the following units.
- in **Unit 2**, readers can find reflections on the university-community partnership, steps to conduct a community assessment of needs, and suggestions to connect community involvement and learning outcomes.
- in **Unit 3**, readers can find the presentation of the Reference Framework of Competences for Democratic Culture detailed in its four dimensions: values, skills, attitudes, knowledge and understanding.
- in **Unit 4**, readers can find an introduction to experiential learning pedagogy, a discussion on reflection and why it is essential to service-learning, and the presentation of the DEAL model to guide reflection.
- in **Unit 5**, readers can find an introduction to the assessment of students' learning and competencies with examples of qualitative and quantitative instruments to perform the assessment. Moreover, a guide to community impact evaluation adapted to service-learning projects is presented.

After the five units, readers can find two appendices:

- **Appendix 1:** all the discussion guides have been collected in this section to facilitate their use in self- or further-training group activities.
- **Appendix 2:** various examples of UNICORN SL projects are provided. The projects were designed by the UNICORN consortium partners following the Handbook's content. The projects were developed after a training conducted by the principal authors of this Handbook. The final description of all the UNICORN SL projects available to mobile students is included in the UNICORN Living Catalogue (www.unicornmobility.eu).

The UNICORN Taxonomy

Service-learning is a relatively new endeavour in higher education. As it has grown in popularity, it has been understood and embraced differently in diverse higher educational contexts (Pollack, 2015). The UNICORN Taxonomy provides a comprehensive common framework and common understanding of what are the essential component parts of a SL project that can be embedded in the UNICORN ISL mobility scheme.

Like taxonomies in the natural sciences, the UNICORN Taxonomy identifies the essential component parts that make up a SL project open to exchange students and distinguish it from other forms of experiential learning and community-based internship experiences. This allows for a degree of consistency and uniformity as service-learning evolves in diverse national contexts, and allows a common framework of reference.

The UNICORN service-learning Taxonomy grew out of previous efforts to identify “essential elements” of a service-learning class. The team started with two important source documents:

- 1) the quality standards for service-learning activities developed by the 2016 EU-funded project Europe Engage;
- 2) The service-learning taxonomy developed by the California State University system.

The two documents were synthesized, and six core dimensions were identified as core components of the service-learning taxonomy. Then, as mobility and internationalization are at the centre of the UNICORN model, a seventh dimension was added, focusing explicitly on clarifying what is distinctive of mobility-based service-learning. Each dimension is described at three distinct levels of development: “Emergent Practice;” “Developing Practice;” and “Well-Developed Practice.” This can provide universities and community organizations with a clear roadmap for the further development of SL projects.

The seven dimensions of the UNICORN Taxonomy are the following:

- 1) Mobility and online exchange
- 2) Meaningful reciprocal partnerships that meet actual community needs
- 3) Academically relevant, real world student involvement in the community
- 4) Explicit global civic and cultural competencies
- 5) Critical reflection to facilitate learning
- 6) Integrated assessment of student learning
- 7) Attention to community impact of service.

[illegible]

TAXONOMY

| DIMENSION | EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE INEDNESS |
|--|--|--|---|
| 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. | Minimal provisions have been made to support international student participation in the service-learning experience. There is some awareness of student's diverse backgrounds, needs and perspectives. | Curriculum design and service project design recognize challenges and potential insights offered by international student participation. Trans-national comparisons and perspectives are encouraged. | Curriculum design and service project design build in opportunities for comparative learning, and for facilitating input from international students on social and civic responsibility in the home country and other regions of the world. Critical reflection on comparative civic and social responsibility is central to the class. |

| DIMENSION | EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE INEDNESS |
|--|--|--|--|
| 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. |

| DIMENSION | EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE INEDNESS |
|--|---|---|---|
| 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. | Academic staff include a community project as an extra, experiential component of the course. The community activity is not clearly related to the academic content or assignments. The syllabus does not describe the relevance of the community project to class learning goals and competencies. | Academic staff communicate the relevance of the community project to the academic content and have developed assignments to connect the community project to student learning. The syllabus describes the relationship of the community project to learning goals and competencies. | Academic staff holistically integrate the community project and relevant social issue(s) with academic content and have developed assignments that are a central component of the student's learning experience. The syllabus provides a strong rationale for the relationship of the community project to learning goals and competencies. |

| DIMENSION | EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE INEDNESS |
|--|--|--|--|
| 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. | Academic staff make vague reference to global civic and cultural competencies in the syllabus. The syllabus contains only limited reference to the underlying civic, social and political issues to be examined. | Academic staff identify specific global civic and social competencies that complement the discipline-based academic content. Civic learning assists students to understand social and political processes and engage effectively in the public domain. Cultural learning helps students to understand the sociohistorical and cultural differences among social groups, and their relationship to the public domain. | Academic staff highlight global civic and cultural competencies in a clear and holistic way. The civic and cultural competencies are integrated with the discipline-based academic content. Students gain knowledge, skills, values and dispositions that are relevant to their discipline and help to address underlying systemic inequities, build solidarity and create opportunities for greater democratic participation. |

| DIMENSION | EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE INEDNESS |
|--|--|--|---|
| 5. Critical reflection to facilitate learning Critical reflection activities and assignments integrate classroom and community learning. | Academic staff ask students, on a limited basis, to create reflective products about the community project. Critical reflection is weak, with limited connection to discipline-based, global civic or cultural learning. | Academic staff include critical reflection activities and assignments that connect the community experience to academic, civic and cultural content. Reflection activities require moderate analysis and provide insight on community activities. Feedback on reflection occurs throughout the semester. | Academic staff and community partner(s) collaborate to help students critically reflect on the effectiveness of community activities. Reflection activities explore the relevance of the experience to academic content, use critical thinking to analyse social issues, and critically examine systems of social, economic and political power. Feedback is consistent and builds meaningful connections between community service and learning. |

| DIMENSION | EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE INEDNESS |
|--|---|--|--|
| 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. | Learning assessment is largely based on the discipline-based content. Some credit is given for completion of the community involvement component of the course. | Learning assessment articulates varying levels of expectations for both the discipline-based, global civic and cultural competencies, and where relevant, linguistic aspects of the class. Community partner provides generic feedback on student performance. | Learning assessment holistically addresses discipline-based, global civic and cultural competencies, and where relevant, linguistic skills. Students are expected to demonstrate competency in classroom and community contexts. Community partners provide meaningful feedback on relevant aspects of student learning. |

UNIT 1: INTRODUCTION TO THE UNICORN MODEL OF INTERNATIONAL SERVICE-LEARNING

1.1 Core concepts

1.1.1 Service-learning (SL): what is it?

“Service-learning (sometimes referred to as community-based or community-engaged learning) is an innovative 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 process, and the service is linked to the academic discipline” (McIlrath et al., 2016, p. 5).

Research has provided evidence of the positive effects of service-learning on:

- a) Personal outcomes, such as the improvement of communication skills, critical thinking, analytical skills, ability to create new innovative solutions, problem-solving skills (Billig, 2002; Eyler et al., 2001; Yates & Youniss, 1996; Barth et al. 2014; Bowie & Cassim 2016; Fullerton et al. 2015);
- b) Social outcomes, such as the ability to work both in independent and collaborative environments, teamwork, and attitudes toward the population one is serving (Billig, 2002; Eyler et al., 2001; Yates & Youniss, 1996);
- c) Citizenship outcomes, such as social awareness, sense of civic responsibility, and civic engagement (Billig, 2002; Compare & Albanesi, 2022; Yates & Youniss, 1996; Salam et al., 2019; Celio et al., 2011);
- d) Academic outcomes, such as positive attitudes toward schools, higher motivation to learn, and ability to apply knowledge (e.g., Celio et al. 2011; Billig, 2002; Eyler et al., 2001; Yorio and Ye 2012; Salam et al. 2017, 2019).

1.1.2 Service-learning and student mobility: some common outcomes

Today's societies witness an increasingly globalized and connected world. National Governments and Higher Education Institutions have started to promote international students' mobility, as a means of enhancing students' cultural awareness and competence (Chieffo and Griffiths 2004; Kokko 2011; Kuehn et al. 2011; Behrnd and Porzelt 2012; Bohman and Borglin 2014; Cleak, Anand, and Das 2016; Winslade 2016).

A systematic review of 75 studies (Roy et al., 2018), shows that the benefits of undertaking mobility programs are related to:

- a) Cultural outcomes, such as cultural awareness, cultural intelligence, global mindedness, cultural sensitivity and empathy, cultural adaptability, language skills, cross-cultural communication skills, and intercultural competence;
- b) Civic outcomes, such as openness and appreciation of cultural diversity, greater identification as a global citizen, higher levels of global engagement, higher levels of cultural cosmopolitanism and interest, higher levels of international political concern, an increased understanding of global perspectives, cultural relativism, and an increased commitment to social justice, and a greater sensitivity to poverty in developing countries;
- c) Personal outcomes, such as deeper understanding of moral and ethical issues, enhanced personal development, increased confidence and self-reliance, maturity, increased students' sense of accomplishment, higher levels of perceived self-awareness and self-efficacy, academic performance, and communication skills;
- d) Employment and career outcomes, such as professional development, perceived employability, career choices, transition into international careers, and career success.

Three different kinds of mobility can be identified:

1. In *physical mobility*, the international learning experience is accompanied with an immersion in another university and country, contributing to personal development, language learning and intercultural competencies, living in a different social and cultural context. This combination of an academic experience in an immersion-setting makes physical mobility attractive for students and highly valued by teaching staff, although a minority of students are benefiting from it.

2. In *virtual mobility*, the international learning experience is processed through online courses and collaborative learning activities, also resulting in intercultural competencies and international online communication skills. In other words, virtual mobility is a form of learning which happens through a fully ICT supported learning environment that includes cross-border collaboration with people from different backgrounds and cultures working and studying together, having, as its main purpose, the enhancement of intercultural understanding and the exchange of knowledge (Bijnens et al. 2006, p. 26). Projects of virtual mobility are usually embedded into the formal curriculum and take place in the context of a module so that learning activities are informed by intended learning outcomes that incorporate an international or global dimension – with a special emphasis on developing skills and attitudes that enable mutual understanding in intercultural situations (Ruiz- Corbella and Alvarez Gonzalez, 2014). The proposal of a Virtual Erasmus seemed to gain ground (Pursula et al, 2005; Ubachs & Brey, 2010), as ‘through Virtual Mobility a university can also offer an international experience for students and staff through an international discussion group, an international seminar or an international learning community with regard to a theme of a course or a cluster of courses (Schreurs et al, 2006, p. 4).

3. *Blended mobility* is a deliberate combination of both physical and online mobility, based on educational design. This can go in two directions: a predominant physical mobility course, supported by online mobility, or a predominant online course supported by physical mobility (e.g., at the start or the end of a one-year online project or seminar). In this case, the advantages of a (short or long) immersion experience are combined with the advantages of a flexible implementation of mobility, capturing both the benefits of physical and virtual mobility.

Table 1 Mobility matrix retrieved from <https://tinyurl.com/EADTU-mobility-matrix>

For the purposes of the present Handbook, it is sufficient to say that virtual mobility and blended mobility seem to have a potential to achieve some of the learning outcomes of a physical mobility. If an immersion in another culture or language is desirable, students should choose physical mobility. In this sense, virtual mobility doesn't fully replace physical mobility. For the implementation of some of the UNICORN international service-learning formats, however, HEIs can also rely on virtual and blended mobility.

1.1.3 International service-learning

The concept of learning through social-engagement is still mainly focused on the student's personal development on a local micro-level. However, there is a wide range of courses and programs that are referred to as "international" or ("global") service-learning.

In online/virtual ISL, the international learning experience is processed through online courses and collaborative learning activities, also resulting in intercultural competencies and international online communication skills. These kinds of ISL projects usually focus on a global challenge that impacts on the communities of reference of all the classrooms / student groups involved; collaborative online activities are foreseen throughout the course / program.

Blended mobility is also an option for implementing ISL. Blended ISL is a deliberate combination of both physical and online mobility that can go in two directions: either a predominant physical mobility course, supported by online mobility, or a predominant online course supported by physical mobility (e.g. at the start or the end of a one-year online project or seminar). In this case, the advantages of a (short or long) immersion experience are combined with the advantages of a flexible implementation of mobility, capturing both the benefits of physical and virtual mobility.

A reference to eService-learning or service-eLearning (eSL) has to be inserted here. The terms refer to the online implementation of the instructional component or of the service component, or both. A recent guide on eSL, has been developed by the European Association of service-learning in Higher Education (EASLHE, 2020). It includes different examples of eSL and suggestions on how to implement it. When ISL is implemented (also) through physical mobility, the experience can be described as follows: "A structured academic experience in another country in which students (a) participate in an organized service activity that addresses identified community needs; (b) learn from direct interaction and cross-cultural dialogue with others; and (c) reflect on the experience in

such a way as to gain further understanding of course content, a deeper appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and globally." (Bringle and Hatcher, 2011, p. 19). Compared to regular study abroad programmes, ISL that implies a physical mobility is a much deeper experience that really connects students to local communities. It is community-driven and leads to tangible benefits for both students and the hosting communities.

During an ISL experience implemented through physical mobility, students engage in activities that:

- a) complement and augment their classroom learning;
- b) contribute to the community in the host country;
- c) support face-to-face interaction with others;
- d) increase cross-cultural understanding of others; and
- e) challenge students to clarify and reconsider their role as a citizen or community member.

As a result, this international service experience provides opportunities for additional learning goals, activities, and relationships that are not available in the same domestic service-learning course. If the study is in an international setting, then international learning must be occurring and must be intentionally prepared before, during, and upon completion of an ISL experience. Understanding local culture, customs, mores, history, and language are contextually important elements of pre-departure orientation and preparation for ISL as well as cross-cultural competence, cross-cultural communication skills, and cross-cultural empathy as learning objectives. Hovey and Weinberg (2009) note that "civic education and study abroad need each other" (p. 33) and the best means for enhancing civic education in study abroad and international education is through service-learning. Even so, physical mobility can be implemented in different ways. The format that has been most implemented so far is actually the "US model". Many US HEIs have developed various study-abroad programs, extensive community service networks, and some form of service-learning components embedded in their programs. The US model mainly frames the experience of SL as follows:

- The ISL experience is either embedded in a curricular course or it is an optional course – not always leading to curricular credits
- The ISL experience lasts approximately 4 to 8 weeks.
- Even when the ISL experience is embedded in a curricular course, it remains optional, as it entails an extra (and not irrelevant) cost for the "package"
- The student group is accompanied abroad by faculty members
- The "ISL package" includes local arrangements for lodging, meals, transportation, interpreting services and cultural activities that are usually handled by a local organisation.

In order to understand the basics of the UNICORN model, it is important to specify that its implementation requires at least a sending HEI, a receiving HEI and a mobility agreement in place between them. The UNICORN students start their journey from the sending institution (where SL is not necessarily implemented) and make the UNICORN experience of ISL abroad, where the SL component is integrated in some curricular activity offered by the receiving HEI (e.g. course unit / summer school / research activities).

The term “UNICORN project” actually identifies a learning activity that has a SL component and that fulfills the quality criteria highlighted in the UNICORN Taxonomy, among which is the fact that the activity has to be suitable to the participation of international exchange students.

In the UNICORN framework, ISL can be implemented in three different ways, i.e. through physical (long- or short-term), blended or virtual mobility. While the first format is definitely the most widely adopted and overwhelmingly preferred over the others, alternative formats are not ruled out, especially after the recent experience of the pandemics that hit the world and prevented any kind of physical mobility for a long while. During this period, the value of virtual or blended formats of ISL was confirmed.

Whatever the format of mobility is, though - physical, blended, virtual - in none of these scenarios is ISL conceived and offered as an extra-curricular activity. On the contrary, in the UNICORN model the SL component is designed to be fully integrated in the student curriculum and, when it entails physical mobility, it does not require extra funding by students. Also, from an institutional and organisational standpoint, the UNICORN mobility is not a disruptive addition to the regular mobility patterns of HEIs, but rather it is embedded in usual mobility procedures. Given these features, the UNICORN model of ISL is very inclusive for students and sustainable for the institutions involved.

1.2 Discussion guide

1. What are the challenges and opportunities connected to the mobility of students?

Scholars: You may want to start by reporting opportunities and challenges that you have experienced working with student mobility programs (either being a hosting or a sending institution. What are the opportunities? What are the challenges?

Community members: You may want to start by sharing your own experiences working with international students, either in academic courses or as part of an international project. [ALTERNATIVE: If you never hosted international students, please think about the kinds of opportunities and challenges you have experienced interacting with people from a different country or cultural context, either in your personal or professional life.]

| | |
|---------------|------------|
| OPPORTUNITIES | CHALLENGES |
|---------------|------------|

- Guiding questions:
- How do you effectively work with international students, or other individuals from culturally diverse backgrounds?
 - What benefits result from these diverse perspectives?
 - What supports do you currently offer international students or others who come from abroad? What kind of supports might be necessary to integrate international students in your work in the future?

2. How can mobility go virtual?

Describe three possible scenarios of virtual or blended mobility. Identify the main strengths and challenges for each scenario.

| |
|---------------------------------------|
| VIRTUAL/BLENDED MOBILITY SCENARIO #1: |
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|-----------|------------|
| STRENGTHS | CHALLENGES |
|-----------|------------|

| |
|-----------------------------------|
| VIRTUAL/BLENDED MOBILITY SCENARIO |
|-----------------------------------|

| | |
|-----------|------------|
| STRENGTHS | CHALLENGES |
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| |
|---------------------------------------|
| VIRTUAL/BLENDED MOBILITY SCENARIO #3: |
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| | |
|-----------|------------|
| STRENGTHS | CHALLENGES |
|-----------|------------|

1.3 UNICORN SL Taxonomy Check-In

Taxonomy Characteristic #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. | | |
| EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE |
| Minimal provisions have been made to support international student participation in the Service-learning experience. There is some awareness of student’s diverse backgrounds, needs and perspectives. | Curriculum design and service project design recognize challenges and potential insights offered by international student participation. Trans-national comparisons and perspectives are encouraged. | Curriculum design and service project design build in opportunities for comparative learning, and for facilitating input from international students on social and civic responsibility in the home country and other regions of the world. Critical reflection on comparative civic and social responsibility is central to the class. |

Where are you right now with regard to this aspect of the taxonomy?

What are your current assets? What challenges need to be overcome (to further the development of your project) along this dimension of the taxonomy?

| STRENGTHS? / ASSETS? | CHALLENGES? / NEEDS? |
|---|----------------------|
| <hr/> | |
| One insight to share with larger group: | |
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UNIT 2: RECIPROCAL PARTNERSHIPS AND COLLABORATIVE PROJECT DEVELOPMENT

2.1 Core Concepts

2.1.1 Partnership in SL

As presented heretofore, service-learning differs from other education and engagement endeavours. The service experience needs to be structured and linked to both academic content and real community needs. Critical reflection on the experience needs to be sustained alongside the activities. And a much broader idea of classroom is needed. The SL classroom comprises the community, its members and its organizations. Therefore, solid Community-University Partnerships are crucial to the experience (Long & Campbell, 2012).

Community-University Partnership (CUP) is “an explicit written or verbal agreement between a community setting [...] and an academic unit to engage in a common project or common goal, which is mutually beneficial for an extended period” (Suarez- Balcazar et al., 2005, p. 85).

While starting CUPs, scholars may encounter some resistance from both the academic and community settings. Some faculty members might perceive the community knowledge as inconsistent and poorly connected to students’ academic learning, and community members as recipients of research rather than partners. On the other hand, some community partners might be discouraged by their previous experiences working with higher education institutions; or, by the challenges to good communication. Moreover, for both parties, the challenge of abandoning old paradigms can hinder the creation of new, and different collaborations (Goldring & Sims, 2005).

Addressing these resistances is fundamental to enabling the establishment of positive CUPs. Leiderman, Furco, Zapf, and Goss (2002) provide some suggestions to overcome these barriers, emphasizing that effective partnerships:

- a) Devote time to let partners get to know each other before starting the activities, fostering effective communication systems and clear expectations;
- b) Ensure fairness in the exchange of resources among partnership members, and that all partners should bring something to offer, and not just be there to receive benefits;
- c) Encourage community partners to share their expertise, valuing their role as experts in a way that enriches the academic offering;
- d) Embrace thoughts and reflections of community partners to comprehend community partners’ motivations and insights about the partnership.

In order to promote mutual benefit and be successful, SL needs to build on these four aspects, defined as the Four Rs of SL (Butin, 2003):

1. **Respect:** students and faculty need to respect the community and its values and recognize other (non- academic) kinds of knowledge (d’Arlach, Sánchez, and Feuer, 2009);
2. **Relevance:** perspective and experiences of community members need to be considered and valued to help students to expand their understanding of the world in which they live (Kirkness & Barnhardt, 1991)
3. **Reflexivity:** university and community partners should critically reflect on the quality and the various components of their relationship. Moreover, reflexivity should always be a fundamental component of students’ journey through their fieldwork when they incorporate SL activities (Guarino et al., 2019).
4. **Reciprocity:** it is one of the bases of community engagement and consists of “the recognition, respect, and valuing of the knowledge, perspective and resources that each partner contributes to the collaboration” (Carnegie Foundation, 2011). In this regard, Dostilio et al. (2012) identified three forms of reciprocity: a) Exchange: the interchange of benefits, resources, or actions; b) Influence: a relational connection that is informed by personal, social, and environmental contexts; and, c) Generativity: may involve a transformation of individual ways of knowing and being or of the systems of which the relationship is a part. The collaboration may evolve beyond its initial understanding of “reciprocity,” as outcomes, ways of knowing, and systems of belonging evolve (pp. 19-20).

2.1.2 Community needs and resources assessment

Community assessment is a strategy to identify the needs and resources of local communities, and to gain a deeper understanding of the context, in terms of both culture and social structure. Assessment will encourage the partnership to consider the community’s resources and how to use them, as well as the community’s needs and how to address them. By starting with an understanding of a community’s needs and resources, stakeholders can learn how to use these gifts and resources to solve problems and improve community life. Full community participation in planning and carrying out an assessment also gives voice to those who may feel to be invisible and promotes leadership within the community (Jason & Glenwick, 2016). The use of the qualitative methodology for community assessment provides real and relevant insight into the participants’ perspectives and points of view, rather than using a pre-defined instrument that imply a pre-determined understanding of the problem. The researcher does not define which problems must be worked on, because the community identifies needs by itself and activates solutions through its own resources. In a service-learning (SL) project, community assessment is a key element of the process as it allows the development of projects by community stakeholders starting from the needs and resources of the community itself (Aramburuzabala, McIlrath & Opazo, 2019).

We have identified some steps to help students and local stakeholders conduct a community needs and resources assessment as part of the development of SL projects. Sometimes the community assessment is conducted by the community organization, together with the university, as they plan the SL project. In other cases, the community assessment is the activity that students can develop during their SL. In this latter case, the SL project can be seen as a form of community based research SL. The process for conducting a community assessment is described briefly in the following paragraph. It is based on the experience of the Erasmus+ project RURASL on [Rural Service-earning](#).

Step A. Connecting with communities

The best way to start a collaborative project, is by identifying a common agenda between the university and the community organizations. If they find a shared scope and are committed to work together, they can start a formal collaboration. The organization can be a municipality, a local group, or an NGO. The University can contact local organizations to develop SL projects, providing the community with examples of SL projects and illustrating the possible benefits. Sometimes the University can propose SL to organizations who approach the university with generic requests for collaboration loosely related to evaluation or research. Irrespective of who initiated the collaboration, deepening reciprocal knowledge, understanding reciprocal perspectives on the perceived aims (limits and advantages) of collaboration are essential activities. It is also essential not only to focus on needs, but also on assets that can be identified in the partnership and in the community.

Step B. Community's needs and resources analysis

Use focus group technique to discuss needs, resources, and SL opportunities. A Focus Group is a collaborative technique that allows participants to share and discuss their perspectives in an “informal” way. It is less threatening for community members and facilitates feeling at ease. Data collected can be recorded, transcribed, and analysed using more or less systematic approaches (i.e., thematic analysis, content analysis, etc.), depending on the needs and desires of the partners. Data analysis should take place collaboratively, offer partners the opportunity to reflect with the university on the information collected, and together, shape the SL projects. This collaborative reflection contributes to a deeper understanding of social problems that makes it possible to identify, frame, and resolve them (Eyler, 2002). Discussion and reflection are important to help partners think about the problems and resources they identified in their communities. This reflection can be the start of the SL project design process. The drafting of SL project can start during the meeting, but it could be completed over a number of weeks. The first step is to clearly identify: 1) project aims; 2) the community need(s) to be addressed; and, 3) how the experience can contribute to the learning of students. After this initial planning, the specific organizational aspects of the collaborative project can be discussed, such as logistical aspects related to students' accommodation, transportation, project timeline, etc.

2.1.3 Connecting community involvement and learning outcomes/objectives

Service provided by students within the community must be relevant for the different stakeholders involved in the partnership: community, students, and academic staff). It should be useful and meaningful to the community; but it should also support students' academic learning in their course. The connection to their field of study must be clear. In addition, the activity should also prepare them for their active civic participation in a more diverse democratic society. Students' engagement in the community is seen as beneficial for developing skills for life ([European Commission's youth strategy for 2019-2027](#)). But to have it recognized in students' academic courses, it should be linked to their academic curricula and contribute to the acquisition of specific learning outcomes that are related to their academic field or discipline (see [European STEP, 2019](#)). There is no common definition of learning outcomes. However, they can be defined as: ‘... precise statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning – involving the exact identification of the skills and abilities that a student will have on the successful completion of a module/unit and/or complete qualification.’ Learning outcomes refer to the educational requirements of a course/program established by accreditation bodies. It is important that information about the learning outcomes and the educational requirements of a course/program are shared and discussed with the community partner so that the relationship between the service activity and the students' academic program are clearly understood.

Seifer and Connors (2007) suggest that when it comes to a SL course, “objectives should be clearly identified as learning and service objectives and then prioritized and selected according to the interests of the partnership rather than the individual parties involved” (p.43). The same authors offer the following (additional) tips for the CUP:

- Identify the tasks, or competencies that students will be expected to perform following the course.
- Identify what the student must learn in order to complete the task.
- Determine how student learning will be measured.

It is also important to remember that community partners can greatly contribute to the learning of students. Many SL practitioners use the term “community partner as co-educator.” This recognizes that the student has much to learn from and with the community. As the community setting is an extension of the classroom, the community partner can be seen as an extension of the academic staff. The partner offers opportunities for students to reflect, to develop a significant understanding of their context. They also provide opportunities for mentoring and serve as great role models and network-builders for students.

2.2 Discussion guide

1. What are your needs as scholars and as community members?

Scholars: You may want to start by describing and sharing your main course objectives as the course currently exists, and then focus on what you perceive as missing (what you still need, what you need to improve).

Community members: You may want to start by describing and sharing the mission of your organization and the primary needs of your target group/community. Then you can focus on what you perceive as missing (what you still need/do better).

| CURRENT COURSE OBJECTIVES (WHAT STUDENTS SHOULD LEARN): | MISSION AND TARGET GROUP/COMMUNITY’S NEEDS: |
|--|--|
|--|--|

2. How can you bring together your needs within the SL partnership? Which are the assets to rely on, which are the critical issues?

Identify some specific ways in which the service-learning project could reinforce, deepen, broaden, or complement your current course objectives, mission, and target group’s needs. What are the assets that can grow from this partnership? What are the critical issues or obstacles that must be addressed for the partnership to flourish?

| ASSETS | CRITICAL ISSUES |
|--------|-----------------|
|--------|-----------------|

3. Which are the community needs that [international] students can address/engage with? What are the most relevant assets/resources that students can bring in [Why do you think that international students can address/engage with the identified community needs]?

| COMMUNITY NEEDS POTENTIALLY ADDRESSED: | ASSETS/RESOURCES THAT [INTERNATIONAL] STUDENTS CAN BRING IN: |
|---|---|
|---|---|

4. What types of community activities can contribute to student learning?

Please describe at least one activity that students may do in the community and clarify how it can contribute to one learning goal/outcome

| COMMUNITY ACTIVITY: | STUDENT LEARNING OUTCOME |
|---------------------|--------------------------|
|---------------------|--------------------------|

2.3 UNICORN SL taxonomy check-in

Taxonomy Characteristic #2

MEANINGFUL RECIPROCAL PARTNERSHIPS THAT MEET ACTUAL COMMUNITY NEEDS.

RECIPROCAL PARTNERSHIPS AND PROCESSES INFORM THE DESIGN OF THE CLASS AND THE COMMUNITY ACTIVITIES.

| EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE |
|--|---|---|
| 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. |

Where are you right now with regard to this aspect of the taxonomy?

What are your current assets? What challenges do you see in further developing this dimension of the taxonomy?

STRENGTHS? / ASSETS?

CHALLENGES? / NEEDS?

One insight to share with larger group:

Taxonomy Characteristic #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.

| EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE |
|---|--|--|
| Academic staff include a community project as an extra, experiential component of the course. The community activity is not clearly related to the academic content or assignments. The syllabus does not describe the relevance of the community project to class learning goals and competencies. | Academic staff communicate the relevance of the community project to the academic content, and have developed assignments to connect the community project to student learning. The syllabus describes the relationship of the community project to learning goals and competencies. | Academic staff holistically integrate the community project and relevant social issue(s) with academic content, and have developed assignments that are a central component of the student’s learning experience. The syllabus provides a strong rationale for the relationship of the community project to learning goals and competencies. |

Where are you right now with regard to this aspect of the taxonomy?

What are your current assets? What challenges do you see in further developing this dimension of the taxonomy?

| STRENGTHS? / ASSETS? | CHALLENGES? / NEEDS? |
|----------------------|----------------------|
|----------------------|----------------------|

One insight to share with larger group:

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UNIT 3: ENHANCE SOCIAL RESPONSIBILITY AND GLOBAL CITIZENSHIP

3.1 Core concepts

3.1.1 Explicit global civic and cultural competencies

Global Citizenship (GC) is composed of three dimensions: a cognitive dimension, which refers to “knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations;” a socio-emotional dimension, which refers to “a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity;” and finally, a behavioural dimension, referring to the “capacity to act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world” (UNESCO, 2015, p. 15). The model is intended to define “goals, objectives and competencies of GC educational programs, to be implemented in the formal educational system” (UNESCO, 2015, p.14).

Global civic and cultural competences are considered as the capacities to examine local, global and intercultural issues, to understand and appreciate the perspectives and world views of other people, to engage in open, appropriate and effective interactions with people from different cultures, to take action for collective well-being and sustainable development (OECD, 2018).

In addition to more strictly academic competences, SL projects should explicitly focus on the promotion of the *Sense of Community Responsibility* (SOCR) defined as a feeling of personal responsibility for the individual and collective well-being of a community of people not directly rooted in an expectation of personal gain (Nowell and Boyd, 2014).

The *Reference Framework of Competencies for Democratic Culture (RFCDC)* identifies twenty global civic and democratic competencies, dividing them into four broad categories: values, attitudes, skills, and knowledge and critical understanding (COE, 2015). The framework construes competence as a dynamic process. This is because competence involves the selection, activation, organisation and co-ordination of relevant psychological resources which are then applied through behaviour in such a way that the individual adapts appropriately and effectively to a given situation. The framework assumes that cultures are internally heterogeneous, contested, dynamic and constantly changing, and that individuals have complex affiliations to various cultures.

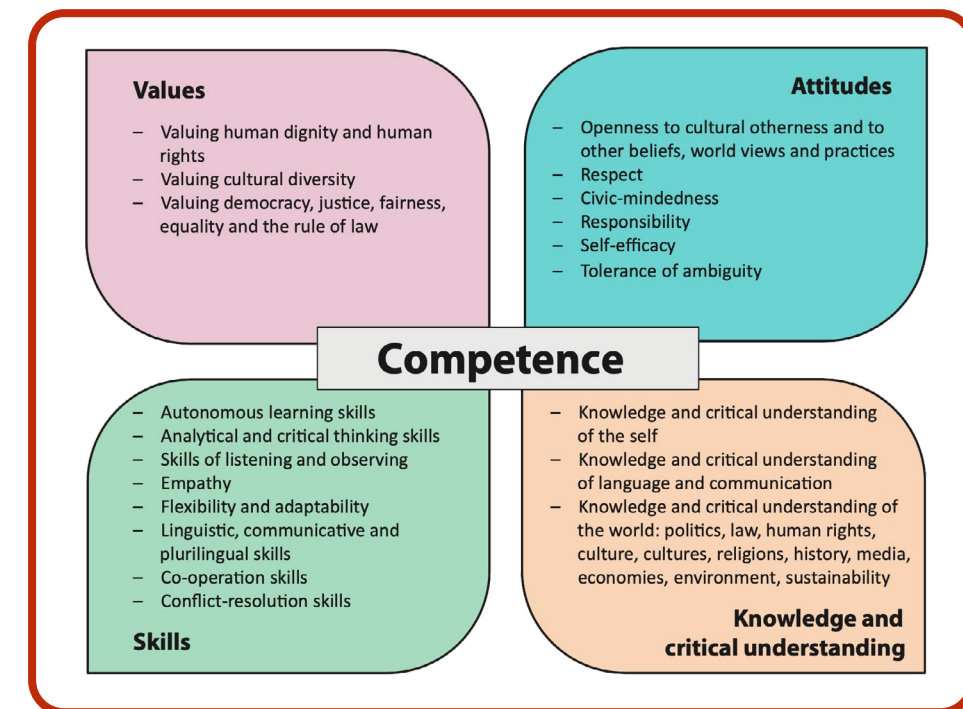


Figure 1 RFCDC Model

In the following lines we provide brief definitions of each section of the model.

VALUES

Values are general beliefs that individuals hold about the desirable goals that should be striven for in life. They motivate action and they also serve as guiding principles for deciding how to act. Values offer standards or criteria for evaluating actions, both one's own and those of other people; justifying opinions, attitudes and behaviours; deciding between alternatives; planning behaviour; and attempting to influence others.

Valuing human dignity and human rights. This value is based on the general belief that every human being is of equal worth, has equal dignity, is entitled to equal respect, and is entitled to the same set of human rights and fundamental freedoms, and ought to be treated accordingly.

Valuing cultural diversity. This value is based on the general belief that other cultural affiliations, cultural variability and diversity, and pluralism of perspectives, views and practices ought to be positively regarded, appreciated and cherished.

Valuing democracy, justice, fairness, equality and the rule of law. This set of values is based on the general belief that societies ought to operate and be governed through democratic processes which respect the principles of justice, fairness, equality and the rule of law.

ATTITUDES

Attitudes usually consist of three components: a belief or opinion about the object of the attitude, an emotion or feeling towards the object and a tendency to behave in a particular way towards that object.

Openness to cultural otherness and other beliefs, world views and practices. An attitude towards people who are perceived to have different cultural affiliations from oneself or towards beliefs, world views and practices which differ from one's own. It involves sensitivity towards, curiosity about and willingness to engage with other people and other perspectives on the world.

Respect. Positive regard and esteem for someone or something based on the judgment that they have intrinsic value. Having respect for other people who are perceived to have different cultural affiliations or different beliefs, opinions or practices from one's own is vital for effective intercultural dialogue and a culture of democracy.

Civic mindedness. An attitude towards a community or social group to which one belongs that is larger than one's immediate circle of family and friends. It involves a sense of belonging to that community, an awareness of other people in the community, an awareness of the effects of one's actions on those people, solidarity with other members of the community and a sense of civic duty towards the community.

Responsibility. An attitude towards one's actions. It involves being reflective about one's actions, forming intentions about how to act in a morally appropriate way, conscientiously performing those actions and holding oneself accountable for the outcomes of those actions.

Self-efficacy. Self-efficacy is an attitude towards the self. It involves a positive belief in one's own ability to undertake the actions that are required to achieve particular goals and confidence that one can understand issues, select appropriate methods for accomplishing tasks, navigate obstacles successfully and make a difference in the world.

Tolerance of ambiguity. An attitude towards situations which are uncertain and subject to multiple conflicting interpretations. It involves evaluating these kinds of situations positively and dealing with them constructively.

ADDITIONAL VALUE: Sense of community responsibility. From a community psychology perspective, and in order to promote social change, SL projects should strengthen the perception of responsibility at the community level. Sense of community responsibility (SOC-R) refers to a feeling of personal responsibility for protecting or enhancing the individual and collective well-being of a community of people that is not related to an expectation of personal gain (Boyd et al., 2018; Nowell & Boyd, 2010). SOC-R predicts community engagement (Boyd & Nowell, 2017; Talò, 2018), civic and political participation (Prati et al., 2020; Procentese et al., 2019; Talò et al., 2014), and prosocial behaviour (Omoto & Snyder, 2009; Yang et al., 2020)

SKILLS

Skills are the capacities for carrying out complex, well-organised patterns of either thinking or behaviour in an adaptive manner in order to achieve a particular end or goal.

Autonomous learning skills. Skills required to pursue, organise, and evaluate one's learning under one's own needs, in a self-directed manner, without being prompted by others.

Analytical and critical thinking skills. Skills required to analyse, evaluate and make judgments about materials of any kind (e.g., texts, arguments, interpretations, issues, events, experiences, etc.) systematically and logically.

Skills in listening and observing. Skills required to notice and understand what is being said and how it is being said, and to notice and understand other people's non-verbal behaviour.

Empathy. A set of skills required to understand and relate to other people's thoughts, beliefs and feelings, and to see the world from other people's perspectives.

Flexibility and adaptability. Skills required to adjust and regulate one's thoughts, feelings or behaviours so that one can respond effectively and appropriately to new contexts and situations.

Linguistic, communicative and plurilingual skills. Skills required to communicate effectively and appropriately with people who speak the same or another language, and to act as a mediator between speakers of different languages.

Co-operation skills. Skills required to participate successfully with others in shared activities, tasks and ventures and to encourage others to co-operate so that group goals may be achieved.

Conflict-resolution skills. Skills required to address, manage and resolve conflicts in a peaceful way by guiding conflicting parties towards optimal solutions that are acceptable to all parties.

KNOWLEDGE AND CRITICAL UNDERSTANDING

Knowledge is the body of information that is possessed by a person, while understanding is the comprehension and appreciation of meanings. The term “critical understanding” is used to emphasise the need for the comprehension and appreciation of meanings in the context of democratic processes and intercultural dialogue to involve active reflection on and critical evaluation of that which is being understood and interpreted. The various forms of knowledge and critical understanding that are required for a culture of democracy fall into three main sets.

Knowledge and critical understanding of the self. This includes knowledge and critical understanding of one’s thoughts, beliefs, feelings and motivations, and of one’s cultural affiliations and perspective on the world.

Knowledge and critical understanding of language and communication. This includes knowledge and critical understanding of the socially appropriate verbal and non-verbal communicative conventions that operate in the language(s) which one speaks, of the effects that different communication styles can have on other people, and of how every language expresses culturally shared meanings uniquely.

Knowledge and critical understanding of the world. This includes a large and complex body of knowledge and critical understanding in a variety of areas including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability.

ADDITIONAL KNOWLEDGE: Critical consciousness. Similarly, but quite different is the raising of critical consciousness. Critical consciousness is conceived as the dynamic interplay of three components: critical reflection, critical motivation and critical action. Critical reflection occurs when people identify structural inequalities, perceive those inequalities as unjust, and connect them to discriminatory systems (Diemer et al., 2017). Critical motivation refers to people’s sense of socio-political efficacy (i.e., beliefs about their ability to impact socio-political conditions) and their commitment to enacting change (Diemer et al., 2016). Critical action regards the behavioural component of critical consciousness and refers to how people go about engaging in activities intended to affect change and address inequalities. Critical action can occur at both individual and group levels (Tyler et al., 2020).

3.2 Discussion guide

This training activity guides you to reflect on National and European social and civic issues. Then you are asked to reflect on how you are addressing these issues as community organization and as academic. Then, you are asked to design SL project activities in which civic and democratic competences can be developed/deployed by students. Lastly, the activities should be linked to the academic content.

WHAT IS THE SOCIAL / CIVIC ISSUE (OR ISSUES) THAT THE PROJECT IS ADDRESSING?

HOW IS THE COMMUNITY ORGANIZATION’S WORK AFFECTED BY THESE ISSUES?HOW DOES THE ACADEMIC FIELD OR DISCIPLINE ENGAGE WITH THESE ISSUES?

IDENTIFY GLOBAL CIVIC AND DEMOCRATIC COMPETENCES (GCDC) FROM THE COE MODEL THAT ARE RELEVANT TO THE SERVICE-LEARNING PROJECT VALUES, ATTITUDES, SKILLS AND KNOWLEDGE & CRITICAL UNDERSTANDING

| SL PROJECT ACTIVITIES | PROJECT-SPECIFIC GCDC | ACADEMIC CONTENT |
|--|---|---|
| IDENTIFY SPECIFIC WAYS THAT YOUR SL PROJECT WILL ADDRESS THESE ISSUES? | REWRITE AT LEAST ONE GCDC FROM THE LIST ABOVE SO THAT IT IS GROUNDED IN THE CONTEXT OF YOUR SL PROJECT. | IDENTIFY SPECIFIC ACADEMIC CONTENT WILL STUDENTS DEVELOP THROUGH WORKING ON THE SL PROJECT. |

3.3 UNICORN SL taxonomy check-in

Taxonomy Characteristic #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 | | |
| EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE |
| Academic staff make vague reference to global civic and cultural competencies in the syllabus. The syllabus contains only limited reference to the underlying civic, social and political issues to be examined. | Academic staff identify specific global civic and social competencies that complement the discipline-based academic content. Civic learning assists students to understand social and political processes and engage effectively in the public domain. Cultural learning helps students to understand the sociohistorical and cultural differences among social groups, and their relationship to the public domain. | Academic staff highlight global civic and cultural competencies in a clear and holistic way. The civic and cultural competencies are integrated with the discipline-based academic content. Students gain knowledge, skills, values and dispositions that are relevant to their discipline and help to address underlying systemic inequities, build solidarity and create opportunities for greater democratic participation. |

Where are you right now with regard to this aspect of the taxonomy?

What are your current assets? What challenges need to be overcome (to further the development of your project) along this dimension of the taxonomy?

| STRENGTHS? / ASSETS? | CHALLENGES? / NEEDS? |
|---|----------------------|
| <hr/> | |
| One insight to share with larger group: | |
| <hr/> | |
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UNIT 4: EXPERIENTIAL LEARNING METHODOLOGY AND PRACTICE

4.1 Core concepts

4.1.1 Experiential Learning

From a pedagogical perspective, service-learning has its roots in Kolb's model of experiential learning (Kolb, 1984). Kolb proposes that people are naturally capable to learn, and that experience plays a critical role in knowledge construction and acquisition. For Kolb, learning occurs when someone creates knowledge through experiential transformations.

Kolb's experiential learning cycle is the engine for learning in a SL class. It envisions four stages.

1. **Concrete Experience:** The learner encounters a new experience or engages in a reinterpretation process of an existing experience.
2. **Reflective Observation:** The learner reviews and reflects on the new experience and identifies inconsistencies between experience and understanding.
3. **Abstract Conceptualization:** Through the reflective process, the learner creates a new idea or concept, or modifies an existing abstract concept, analysing the concepts and forming conclusions and generalizations.
4. **Active Experimentation:** The learner plans and tries out what was learned and is able to apply the new knowledge to other situations -the learner tests hypotheses in new situations and experiences.

Kolb's model is a cycle, and is continuous, with one insight or learning leading to the formulation of new hypotheses that are tested out in new experiences. The process is continuous as long as the learner is given the opportunity to reflect on their real-world experiences, analysing those experiences through relevant conceptual or theoretical frameworks.

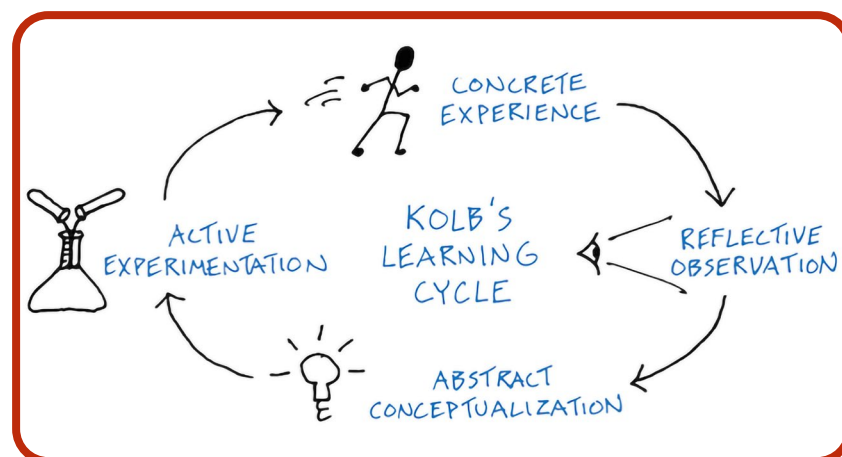


Figure 2 Kolb's Learning Cycle

4.1.2 Reflection to facilitate learning

"Service, combined with learning, adds value to each and transforms both." (Honnet and Poulsen, 1989)

How do we combine service and learning? Reflection is the transformative link between the action of serving and the process of learning. Through the lense of Kolb's experiential learning framework, reflective observation fuels the learning process. Purposeful reflection is central to the SL process. Building on John Dewey (1938), service-learning practitioners emphasize these four central features to effective reflection, known as The Four Cs of Reflection: continuous; connected challenging; and contextualized (Eyler, Giles and Schmiede, 1996).

Continuous. Reflection should be an ongoing part of the learning process throughout a SL course. Reflection should take place before the experience, during the experience and after the experience.

Connected. Reflection must be linked to the intellectual and academic pursuits of the course. It must be clearly tied to learning outcomes that are relevant from an academic perspective.

Challenging. Effective reflection pushes students to ask hard questions and examine aspects of the experience that might possibly make them uncomfortable. Critical reflection challenges students to become more engaged with systems of power and privilege that might affect the context.

Contextualized. Reflection must be appropriate for the setting and context of a particular SL course or program. The method of reflection corresponds in a meaningful way to the topics and experiences relevant to the site of the activity.

According to Hatcher & Bringle (1997), a SL course or program should include these reflective processes: a clear link between the experience and the learning objectives; clear guidance for the reflective activities; scheduling reflective activities regularly to expand the service experience over the course of the students' development; allowing feedback and assessment on reflective learning; emphasizing the clarification of values through reflection.

4.1.3 Critical Reflection to achieve deep learning

Critical reflection can be considered as an integrative, analytical, capacity building process (Ash & Clayton, 2009). Critical reflection helps SL students achieve a deeper understanding of academic material—including how to think from the perspective of their discipline—of civic agency and citizenship, and of themselves as authors of their own growth. “It is critical reflection . . . that provides the transformative link between the action of serving and the ideas and understanding of learning” (p. 14). Critical reflection generates learning (articulating questions, confronting bias, examining causality, contrasting theory with practice, and pointing to systemic issues), deepens learning (challenging simplistic conclusions, inviting alternative perspectives, and asking “why” iteratively), and documents learning (producing tangible expressions of new understandings for evaluation) (Ash & Clayton, 2009). Critical reflection can be structured to build students’ capacity to work in teams, through critical examination of difficulties in making decisions, allocating responsibility, or holding one another accountable. It can serve as a vehicle for monitoring progress toward objectives and, through consideration of the factors that help and hinder progress, for determining appropriate changes in their approaches.

Critical reflection needs to be situated within the political and ethical contexts of teaching and learning by directly addressing questions pertaining to equity, accessibility and social justice and recognizes that these concepts shape the learning experience for many students (Acquah & Commins, 2015). Service-learning includes regular and ongoing guided activities where students are asked to critically analyse their experiences (Butin, 2010; Jacoby, 2015). The critical reflection contributes to a deeper understanding of social problems and makes it possible for students to identify, frame, and address them as citizens in communities (Eyler, 2002). Being one of the pillars of the experience, Reflection is an important process in SL and ISL projects.

The DEAL model of reflection proposed by Ash and Clayton (2009), posits three important sequential steps in critical reflection (Fig. 1):

1. Description of experiences in an objective and detailed manner;
2. Examination of those experiences in light of specific learning objectives (in the case of service-learning, at least in the categories of academic enhancement, civic learning, and personal growth); and
3. Articulation of Learning that concretizes specific learning related to the outcomes.

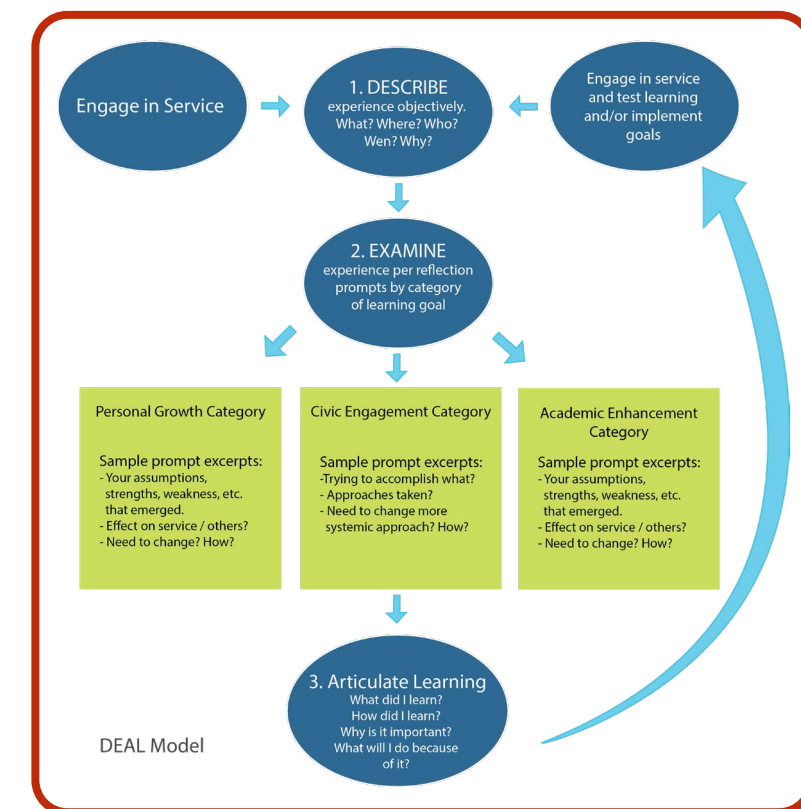


Figure 3 DEAL Model

4.2 National discussion guide

1) Exploring the POWER of experiential learning

WITH A PARTNER, SHARE: What is your experience with “experiential learning?”
Describe a powerful “experiential learning moment” from your own life or professional experience?

2)Reflection in your service-learning project: Use the DEAL Model to explore one concrete experiential learning experience that is relevant to your SL project

| | | |
|---|--------------------------------|-----------------------------|
| Describe a possible experience that a student can have working in this project: | | |
| Examine this experience from the perspective of the relevant: | | |
| Academic competences | Democratic & civic competences | Personal growth competences |
| Articulate Learning from the experience [be specific]: The student learned that.... | | |
| Academic competences | Democratic & civic competences | Personal growth competences |

3) Reflection in your service-learning course

How can the SL course incorporate reflection on experience as a part of the learning process?

Helpful questions

- When will the reflection occur?
 - Where will the reflection occur?
 - how often reflection will occur?
- Who will participate in the reflection activity?
 - What prompts will be used?

4.3 UNICORN SL taxonomy check-in

Taxonomy Characteristic #5:

| | | |
|--|--|---|
| CRITICAL REFLECTION TO FACILITATE LEARNING. | | |
| CRITICAL REFLECTION ACTIVITIES AND ASSIGNMENTS INTEGRATE CLASSROOM AND COMMUNITY LEARNING. | | |
| EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE |
| Academic staff ask students, on a limited basis, to create reflective products about the community project. Critical reflection is weak, with limited connection to discipline-based, global civic or cultural learning. | Academic staff include critical reflection activities and assignments that connect the community experience to academic, civic and cultural content. Reflection activities require moderate analysis and provide insight on community activities. Feedback on reflection occurs throughout the semester. | Academic staff and community partner(s) collaborate to help students critically reflect on the effectiveness of community activities. Reflection activities explore the relevance of the experience to academic content, use critical thinking to analyze social issues, and critically examine systems of social, economic and political power. Feedback is consistent and builds meaningful connections between community service and learning. |
| Where are you right now with regard to this aspect of the taxonomy? | | |

What are your current assets? What challenges need to be overcome (to further the development of your project) along this dimension of the taxonomy?

| STRENGTHS? / ASSETS? | CHALLENGES? / NEEDS? |
|--|----------------------|
| <hr/> | |
| <p>One insight to share with larger group:</p> <hr/> | |
| <hr/> | |

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UNIT 5: ASSESSMENT AND EVALUATION OF LEARNING & DOING

5.1 Core concepts

5.1.1 Integrated Assessment of Student Learning

- The work of service-learning can be multidimensional and have varied objectives for the same activity: building social responsibility and citizenship skills in students; enhancing student academic and civic learning through practical experiences; addressing real-world community needs; and, increasing community capacity through shared action. Yet, the assessment of SL experiences is sometimes limited to documenting hours of service or, worse, it does not happen at all (Holland, 2001). Assessing SL projects is an important part of the experience, since it:
- Helps you to provide evidence that SL is making a difference in students’ learning of course content, and the development of their social responsibility and civic and democratic competencies. This is also essential to sustaining institutional commitment or expanding faculty involvement in SL courses.
- Helps the members of the partnership to track their progress and learn from the experience of working together. Assessment tends to put all partners on equal ground by attending to the participation, satisfaction, and perspectives of each stakeholder group.
- Helps the partnership to identify problem areas where improvement is needed, illuminate key issues and challenges, compare and contrast strategies and actions, and document successes that warrant celebration.

When you begin to design an assessment, you should consider:

- **Goal:** What do we want to know? (e.g., a broad goal may be to increase the sense of social responsibility in students, and the hypothesis may be that SL will have a positive impact on students’ attitudes and actions as citizens);
- **Variable:** What will we look for? (e.g., to identify key issues that can be characterized as major variables of your assessment. For example, awareness of community issues, active engagement, civic participation);
- **Indicator:** What will be measured? (e.g., attitudes, skills, values, and knowledge);
- **Method:** How will it be measured? (e.g., survey, observation, interview, journals, or service product).

Engaging Community Partners in Assessment.

The translation of goals and objectives into a set of specific variables whose impact can be measured for each participant group requires consultation with all of the members of the Community-University Partnership. The process of describing the project, activities, and variables takes time, but it can help to ensure that the measurable indicators are an accurate reflection of participants’ goals and expectations.

A shared approach to designing assessment helps community partners and faculty members to acquire a common vocabulary, deepen their understanding of the learning objectives of the project for students, and thus create a greater sense of common purpose. Furthermore, community participation in assessment brings about a greater understanding of what was achieved by or through SL activities and initiatives. This reinforces the fundamental idea that the processes of assessment design and implementation are also tools for enhancing collaboration, trust, and reciprocity in the Community-University Partnership.

Assessment tools

Assessment generates tangible evidence of student learning. Both group strategies and individual assignments can be deployed as means to assess the learning that results through SL activities.

| GROUP STRATEGIES | INDIVIDUAL ASSIGNMENTS |
|-------------------------|------------------------|
| Small group discussions | Integrative papers |
| Short reflection papers | Structured journals |
| Simulations | Reflective interviews |
| Reflective focus groups | |

Qualitative approach to assessment

Qualitative approaches incorporate phenomenological, contextual, and descriptive study designs (cf. Taylor & Lefferts, 2016). The strategies for data collection are similar to the tools used as learning strategies, as it is from the students’ reflection on experience that we will derive insights into the attainment of project goals. Instruments for qualitative assessment include:

- Structured reflection: small-group reflection, and reflective journals (open-ended or with specific writing prompts);
- Interviews: structured, semi-structured (Table 2), and unstructured (with prompts);
- Focus groups;
- Online discussion group postings; and,
- Final presentations on the experience.

| SEMI-STRUCTURED INTERVIEW QUESTIONS | |
|--|---|
| SAMPLE GLOBAL INTERVIEW QUESTIONS | SAMPLE PROBE INTERVIEW QUESTIONS |
| <ul style="list-style-type: none"> • Did the SL experience influence your belief that you (personally) can create positive change through community-engaged work? • Did the SL experience influence your belief that other people can create positive change through community-engaged work? • Did you perceive a change in your world-view? To what extent do you think the SL experience contributed to these changes? • Has your involvement in the SL experience affected your understanding of social issues? If yes, how? • (If international student) What was it like to work in a local community context as an international student? • (If local student) What was it like working in local community contexts with international students? | <ul style="list-style-type: none"> • Can you walk me through the example? • When was it? • Where did it take place? • Who was involved? |

Table 2 Semi-structured Interview

Quantitative approach to assessment

For quantitative assessments, there are many advantages to using existing scales, instead of developing original scales (Bringle, Phillips, and Hudson, 2004). Existing scales can be easily embedded in research, and their items can be adapted to better suit the particular research context. Another advantage of choosing existing scales over ad-hoc ones lays in the possibility of comparing studies and projects across countries. This is particularly relevant for SL projects like UNICORN with its focus on mobility.

Developing an original scale is not a bad option per se. But it is important to consider these implications: a) ad-hoc items take time to be designed (for the content and the wording); b) original scales require resources and statistical competencies to be developed; c) the final scale might not be a good tool (poor internal and external validity); and, d) original scale makes the comparison with outcomes from similar experiences harder to achieve.

We provide a list of some key learning dimensions involved in SL experiences, with references to existing scales:

- Global Civic and Cultural Competencies (Table 3; OECD, 2018): Perspective Taking; Adaptability; Respect for people from other cultural backgrounds; Global Mindedness.
- Civic Engagement: Civic Engagement Scale (Doolittle & Faul, 2013);
- Sense of community responsibility: Sense of Community Responsibility Scale (Prati et al., 2020; Nowell & Boyd, 2014);
- Critical Consciousness: Short Critical Consciousness Scale (Rapa et al., 2020).

| PERSPECTIVE TAKING | ADAPTABILITY | CULTURAL BACKGROUND RESPECT | GLOBAL MINDEDNESS |
|---|---|---|---|
| TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENTS? | | | |
| 1. I try to look at everybody's side of a disagreement before I make a decision. | 1. I can deal with unusual situations. | 1. I respect people from other cultures as equal human beings. | 1. I think of myself as a citizen of the world |
| 2. I believe that there are two sides to every question and try to look at them both. | 2. I can change my behaviour to meet the needs of new situations. | 2. I treat all people with respect regardless of their cultural background. | 2. When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it. |
| 3. I sometimes try to understand my friends better by imagining how things look from their perspective. | 3. I can adapt to different situations even when under stress or pressure. | 3. I respect the values of people from different cultures. | 3. I think my behaviour can impact people in other countries |
| 4. Before criticizing somebody, I try to imagine how I would feel if I were in their place. | 4. I can adapt easily to a new culture. | 4. I value the opinions of people from different cultures. | 4. It is right to boycott companies that are known to provide poor workplace conditions for their employees. |
| | 5. When encountering difficult situations with other people, I can think of a way to resolve the situation. | | 5. I can do something about the problems of the world. |
| | 6. I am capable of overcoming my difficulties in interacting with people from other cultures. | | 6. Looking after the global environment is important to me. |

Table 3 OECD Scales for Global Democratic and Civic Competencies

5.1.2 Attention to Community impact of Service

Service-learning experiences potentially help the community to grow, improving responsible leadership, transferring knowledge to innovate practices, and strengthening community partnerships (Compare, Pieri & Albanesi, 2022; Stark, 2017). Thus, it becomes essential to dedicate time to evaluate the impact of this experience on the community.

Community Impact Evaluation (CIE) is a process that aims at understanding the changes introduced by projects that take place in a community. CIE foresees the involvement of all the social groups involved in the project, to highlight their perspective and to capture their narratives. It propounds qualitative methods, such as interviews and focus groups, to bring out the differences in storytelling between different social groups with various levels of inclusion and power. Six indicators of the CIE have been proposed in the work of Meringolo, Volpi, and Chiodini (2019):

- 1. Disseminating and Celebrating:** This preliminary step consists of gathering all service-learning experiences in a unified event that demonstrates and celebrates the learning and the impact of the projects. This phase aims to provide faculty, students, and community partners and community members with a meaningful conclusion to the project and an opportunity to think ahead to the future. This process will simultaneously be an evaluation of how students were able to bring about change in the community and what competencies they deployed in bringing this about, it is also a powerful form of dissemination of the work derived from the Community-University Partnership. At the end of this stage, the groups' history will be transformed into a common memory, thereby improving the Community-University Partnership.
- 2. Transferring knowledge and creating innovation:** Working on CIE enables participants to acquire competencies in new techniques and to create a new approach to the issues. Often the focus is on problems and not on resources. In this phase, the different actors should enhance their knowledge of the project and further their own experience.
- 3. Transforming bad data into good/useful data for evaluation:** The aim of CIE is to provide value to quantitative and qualitative data as well as to community maps and narratives, even including information that might appear incoherent, weak, marginal and contradictory compared to the general frame (so-called bad data). The evaluation should pay specific attention to these "bad data," proposing them as elements to be discussed, verified and re-read in a new framework.
- 4. "Telling a stronger story":** Creating a more effective narrative: In CIE, the final report may be described as an effective and communicable story, focused on the presentation of system values that underpin strategies and actions. Tangible and intangible results (goals achieved, changes that have occurred, the development of a positive climate and trustful relationships) may be presented, highlighting their value and usefulness for target groups.
- 5. Increasing the partnerships and coalitions:** The CIE model moves from an awareness that networks differ from partnerships and coalitions. In the latter two, the issue is not only to exchange information in a specific situation, but to build coordination, cooperation and collaboration, aimed at sharing resources and possible risks (Albanesi, 2012; Himmelman, 2002).

Providing added value to the interventions: The CIE, including the steps for collecting data and discussing results, allows for the identification of strategies, actions and interventions, even when these are not explicitly included in the project design. Emerging data support participants in identifying strengths, resources and positive outcomes already achieved.

5.2 Discussion guide

Service-learning assessment should take place during all phases of the project (before, during and after project implementation); and, it should focus on both the impact on student learning, and, the impact on the community. It should be created jointly as a collaborative endeavor between the HEI and the community partner.

1) Begin to design your assessment plan

Focus on one aspect of your project, and complete the following table. Make sure to consider these questions in designing the assessment plan:

- Who wants or needs the assessment information?
- What resources are available to support assessment?
- Who will conduct the assessment?
- How can we ensure the results are used?

| STUDENT LEARNING | COMMUNITY IMPACT |
|--|--|
| Who will be involved? | Who will be involved? |
| Which learning outcomes will be evaluated? | Which service outcomes will you evaluated? |
| What tools/instruments will be used (quantitative, qualitative)? | What tools/instruments will be used (quantitative, qualitative)? |
| Which activities or assignments do you plan to evaluate? | Which aspects of the service do you plan to evaluate? |
| How will you use this data in the future? | How will you use this data in the future? |

2) Begin to think about the celebration

It is never too early to begin to plan a celebration! From the beginning of your project, begin thinking about how you want to celebrate your accomplishments. Be strategic in envisioning a celebration that will add value to your growing Community-University Partnerships.

| TITLE OF THE EVENT |
|--|
| Location (e.g., campus vs community spaces) |
| Participants and their roles (e.g., community partners included in the presentation of the activities or the welcoming session of the event) |
| How will you invite participants to the event? (e.g., via students, community partners, formal invitations) |
| What are your specific activities for dissemination and celebration? (e.g., design virtual or printed invitations; publish articles on campus or local journals; create a SL fair/conference) |
| What will students be asked to present? (e.g., operational definition of the detected needs, involved actors, implemented actions, potential solutions) |
| How will you evaluate success? (e.g., ask community partners', participants', and/or students' opinions on the event; number of participants; number of interactions; new connection with potential partners) |
| How will you engage your students and others in reflection about the celebration? (e.g., organize focus groups/interview; administer surveys) |

5.3 UNICORN SL taxonomy check-in

Taxonomy Characteristic #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.

| EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE |
|---|--|--|
| Learning assessment is largely based on the discipline-based content. Some credit is given for completion of the community involvement component of the course. | Learning assessment articulates varying levels of expectations for both the discipline-based, global civic and cultural competencies, and where relevant, linguistic aspects of the class. Community partner provides generic feedback on student performance. | Learning assessment holistically addresses discipline-based, global civic and cultural competencies, and where relevant, linguistic skills. Students are expected to demonstrate competency in classroom and community contexts. Community partners provide meaningful feedback on relevant aspects of student learning. |

Where are you right now with regard to this aspect of the taxonomy?

What are your current assets? What challenges need to be overcome (to further the development of your project) along this dimension of the taxonomy?

| STRENGTHS? / ASSETS? | CHALLENGES? / NEEDS? |
|----------------------|----------------------|
|----------------------|----------------------|

One insight to share with larger group:

Taxonomy Characteristic #7:

ATTENTION TO COMMUNITY IMPACT OF SERVICE

SYSTEMS EXIST TO SHARE LEARNING WITH THE COMMUNITY AND ASSESS COMMUNITY IMPACT OF SERVICE PROJECTS.

| EMERGENT PRACTICE | DEVELOPING PRACTICE | WELL-DEVELOPED PRACTICE |
|--|---|---|
| Class goals make vague reference to serving the community good, though no processes are in place to assess community impact of service projects. There is some emergent discussion between academics and community about aspirations for community impact of the projects. | Short-term goals for community impact are identified (i.e., organizational capacity, client growth, social and economic benefits, etc.). However, no structures are in place to assess impact. Class provides opportunities to share accomplishments of learning and service projects with the community. | Both short-term and long-term goals for community impact are specified and achievable in the context of the course (i.e., organizational capacity, student/client growth, social and community benefit; impact on social inequality, etc.). Academic staff and community partner(s) have developed tools and systems to collect data and communicate insights on impact. Progress is tracked over time and shared publicly. |

Where are you right now with regard to this aspect of the taxonomy?

What are your current assets? What challenges need to be overcome (to further the development of your project) along this dimension of the taxonomy?

| STRENGTHS? / ASSETS? | CHALLENGES? / NEEDS? |
|---|----------------------|
| One insight to share with larger group: | |

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APPENDIX-1

DISCUSSION GUIDE - UNIT 1

#1. 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.

1. What are the challenges and opportunities connected to the mobility of students?

Scholars: You may want to start by reporting opportunities and challenges that you have experienced working with student mobility programs (either being a hosting or a sending institution. What are the opportunities? What are the challenges?

Community members: You may want to start by sharing your own experiences working with international students, either in academic courses or as part of an international project. [ALTERNATIVE: If you never hosted international students, please think about the kinds of opportunities and challenges you have experienced interacting with people from a different country or cultural context, either in your personal or professional life.]

| OPPORTUNITIES | CHALLENGES |
|---------------|------------|
|---------------|------------|

Guiding questions:

- How do you effectively work with international students, or other individuals from culturally diverse backgrounds?
- What benefits result from these diverse perspectives?
- What supports do you currently offer international students or others who come from abroad? What kind of supports might be necessary to integrate international students in your work in the future?

2. How can mobility go virtual?

Describe three possible scenarios of virtual or blended mobility. Identify the main strengths and challenges for each scenario.

VIRTUAL/BLENDED MOBILITY SCENARIO #1:

| STRENGTHS | CHALLENGES |
|-----------|------------|
|-----------|------------|

VIRTUAL/BLENDED MOBILITY SCENARIO #2:

| STRENGTHS | CHALLENGES |
|-----------|------------|
|-----------|------------|

VIRTUAL/BLENDED MOBILITY SCENARIO #3:

| STRENGTHS | CHALLENGES |
|-----------|------------|
|-----------|------------|

DISCUSSION GUIDE - UNIT 2

#2. Reciprocal partnerships and processes inform the design of the class and the community activities.
#3. Community involvement is relevant to and integrated with the discipline-based academic content and assignments.

1. What are your needs as scholars and as community members?

Scholars: You may want to start by describing and sharing your main course objectives as the course currently exists, and then focus on what you perceive as missing (what you still need, what you need to improve).

Community members: You may want to start by describing and sharing the mission of your organization and the primary needs of your target group/community. Then you can focus on what you perceive as missing (what you still need/do better)

| CURRENT COURSE OBJECTIVES (WHAT STUDENTS SHOULD LEARN): | MISSION AND TARGET GROUP/COMMUNITY’S NEEDS: |
|--|--|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

2. How can you bring together your needs within the SL partnership? Which are the assets to rely on, which are the critical issues?

Identify some specific ways in which the service-learning project could reinforce, deepen, broaden, or complement your current course objectives, mission, and target group’s needs. What are the assets that can grow from this partnership? What are the critical issues or obstacles that must be addressed for the partnership to flourish?

| ASSETS | CRITICAL ISSUES |
|--------|-----------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

3. Which are the community needs that [international] students can address/engage with? What are the most relevant assets/resources that students can bring in [Why do you think that international students can address/engage with the identified community needs]?

| COMMUNITY NEEDS POTENTIALLY ADDRESSED: | ASSETS/RESOURCES THAT [INTERNATIONAL] STUDENTS CAN BRING IN: |
|---|--|
|---|--|

4. What types of community activities can contribute to student learning?

Please describe at least one activity that students may do in the community and clarify how it can contribute to one learning goal/outcome

| COMMUNITY ACTIVITY: | STUDENT LEARNING OUTCOME |
|---------------------|--------------------------|
|---------------------|--------------------------|

DISCUSSION GUIDE - UNIT 3

#4. 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.

This training activity guides you to reflect on National and European social and civic issues. Then you are asked to reflect on how you are addressing these issues as community organization and as academic. Then, you are asked to design SL project activities in which civic and democratic competences can be developed/deployed by students. Lastly, the activities should be linked to the academic content.

| | |
|--|---|
| WHAT IS THE SOCIAL / CIVIC ISSUE (OR ISSUES) THAT THE PROJECT IS ADDRESSING? | |
| HOW IS THE COMMUNITY ORGANIZATION’S WORK AFFECTED BY THESE ISSUES? | HOW DOES THE ACADEMIC FIELD OR DISCIPLINE ENGAGE WITH THESE ISSUES? |

IDENTIFY GLOBAL CIVIC AND DEMOCRATIC COMPETENCES (GCDC) FROM THE COE MODEL THAT ARE RELEVANT TO THE SERVICE-LEARNING PROJECT VALUES, ATTITUDES, SKILLS AND KNOWLEDGE & CRITICAL UNDERSTANDING

| | | |
|---|--|---|
| SL PROJECT ACTIVITIES IDENTIFY SPECIFIC WAYS THAT YOUR SL PROJECT WILL ADDRESS THESE ISSUES? | PROJECT-SPECIFIC GCDC REWRITE AT LEAST ONE GCDC FROM THE LIST ABOVE SO THAT IT IS GROUNDED IN THE CONTEXT OF YOUR SL PROJECT. | ACADEMIC CONTENT IDENTIFY SPECIFIC ACADEMIC CONTENT WILL STUDENTS DEVELOP THROUGH WORKING ON THE SL PROJECT. |
|---|--|---|

DISCUSSION GUIDE - UNIT 4

#5. Critical reflection activities and assignments integrate classroom and community learning.

1) Exploring the POWER of experiential learning

WITH A PARTNER, SHARE: What is your experience with “experiential learning?”
Describe a powerful “experiential learning moment” from your own life or professional experience?

2) Reflection in your service-learning project: Use the DEAL Model to explore one concrete experiential learning experience that is relevant to your SL project

DESCRIBE A POSSIBLE EXPERIENCE THAT A STUDENT CAN HAVE WORKING IN THIS PROJECT:

| | | |
|---|--------------------------------|-----------------------------|
| EXAMINE THIS EXPERIENCE FROM THE PERSPECTIVE OF THE RELEVANT: | | |
| ACADEMIC COMPETENCES | DEMOCRATIC & CIVIC COMPETENCES | PERSONAL GROWTH COMPETENCES |

| | | |
|--|--------------------------------|-----------------------------|
| ARTICULATE LEARNING FROM THE EXPERIENCE [BE SPECIFIC]: THE STUDENT LEARNED THAT... | | |
| ACADEMIC COMPETENCES | DEMOCRATIC & CIVIC COMPETENCES | PERSONAL GROWTH COMPETENCES |

3) Reflection in your service-learning course

How can the SL course incorporate **reflection on experience** as a part of the learning process?

Helpful questions

- **When** will the reflection occur?
- **Where** will the reflection occur?
- **how** often reflection will occur?
- **Who** will participate in the reflection activity?
- **What** prompts will be used?

DISCUSSION GUIDE - UNIT 5

#5. Student learning assessment addresses the discipline-based, global civic and cultural competencies, linguistic skills (where relevant), and includes feedback from the community.

Service-learning assessment should take place during all phases of the project (before, during and after project implementation); and, it should focus on both the impact on student learning, and, the impact on the community. It should be created jointly as a collaborative endeavor between the HEI and the community partner.

1) Begin to design your assessment plan

Focus on one aspect of your project, and complete the following table. Make sure to consider these questions in designing the assessment plan:

- Who wants or needs the assessment information?
- What resources are available to support assessment?
- Who will conduct the assessment?
- How can we ensure the results are used?

| STUDENT LEARNING | COMMUNITY IMPACT |
|--|--|
| WHO WILL BE INVOLVED? | WHO WILL BE INVOLVED? |
| WHICH LEARNING OUTCOMES WILL BE EVALUATED? | WHICH SERVICE OUTCOMES WILL YOU EVALUATED? |
| WHAT TOOLS/INSTRUMENTS WILL BE USED (QUANTITATIVE, QUALITATIVE)? | WHAT TOOLS/INSTRUMENTS WILL BE USED (QUANTITATIVE, QUALITATIVE)? |
| WHAT TOOLS/INSTRUMENTS WILL BE USED (QUANTITATIVE, QUALITATIVE)? | WHICH ASPECTS OF THE SERVICE DO YOU PLAN TO EVALUATE? |
| HOW WILL YOU USE THIS DATA IN THE FUTURE? | HOW WILL YOU USE THIS DATA IN THE FUTURE? |

#7. Systems exist to share learning with the community and assess community impact of service projects

2) Begin to think about the celebration

It is never too early to begin to plan a celebration! From the beginning of your project, begin thinking about how you want to celebrate your accomplishments. Be strategic in envisioning a celebration that will add value to your growing Community-University Partnerships.

| |
|--|
| TITLE OF THE EVENT |
| Location (e.g., campus vs community spaces) |
| Participants and their roles (e.g., community partners included in the presentation of the activities or the welcoming session of the event) |
| How will you invite participants to the event? (e.g., via students, community partners, formal invitations) |
| What are your specific activities for dissemination and celebration? (e.g., design virtual or printed invitations; publish articles on campus or local journals; create a SL fair/conference) |
| What will students be asked to present? (e.g., operational definition of the detected needs, involved actors, implemented actions, potential solutions) |

How will you evaluate success?
(e.g., ask community partners', participants', and/or students' opinions on the event; number of participants; number of interactions; new connection with potential partners)

How will you engage your students and others in reflection about the celebration?
(e.g., organize focus groups/interview; administer surveys)



APPENDIX-2

THE UNICORN PROJECTS DEVELOPED/ADAPTED USING THE HANDBOOK

1. Community service-learning”, University of Antwerp and UCSIA
2. “Key qualification module - Online Marketing”, Leipzig University and Social Enterprises and NGOs in the Region of Leipzig
3. “Online Marketing Challenge (OMC)” Leipzig University and Social Enterprises, International SEPT Program and Forikolo
4. “UCC Science Shop ‘CARL’ (Community Academic Research Links)”, University College Cork and Cork City Council
5. “HI2048 Transition to democracy - Poland and ECE”, University College Cork, Cork City Council, Together Razem, MyCork, Polish Complimentary School and Polish Community group
6. “Global and Environmental Issues in Youth and Community Work”, University College Cork, Community Development organizations, CSOs, NGOs and Government Agencies in communities in and around Cork City
7. “Creative Education with Children and Young People – service-learning”, University College Cork, Cork City Council and Graffiti Theatre
8. “TaS - Translation as Service”, University of Bologna and Still I Rise
9. “La Chimica incontra la città” -Chemistry meets the city”, University of Bologna and CSAPSA 2
10. “Reflecting diversity”, University of Bologna and ASP
11. “Learning to care while serving the community”, Complutense University of Madrid and Centers for Attention to Drug Addictions
12. Ancient history and knowledge transfer through service-learning, Complutense University of Madrid and Coslada City Council

1 - SERVICE-LEARNING PROJECT TITLE **COMMUNITY SERVICE-LEARNING**

| | |
|--|--|
| 2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS) | <p>Students gain curricular credits by performing service that answers to the needs of the community. It is not only the intention that students ‘participate’ in the daily operation of the organization, but that they support the organization in answering its specific question/need on the basis of academic input.</p> <p>The student and the organization formulate in co-creation the expectations and objectives of the social commitment in an equal partnership. The end product (paper, creative paper, etc.) is also determined in consultation. The students start with a specific need of the organization and formulates in co-creation a research question (practical question). We collaborate with various community (social) partners, for example with Jesuit Refugee Service Belgium who provides support to the most vulnerable refugees and forced migrants in Belgium and visits detained people regularly to monitor unjust situations, problems.</p> |
|--|--|

3.General Data

| | |
|---|--|
| UNIVERSITY (NAME AND ADDRESS): | University of Antwerp, Prinsstraat 13, 2000 Antwerpen |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | <p>Eva Van Moer: eva.vanmoer@uantwerpen.be</p> <p>Gerlinde Verbist: gerlinde.verbist@uantwerpen.be</p> |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | <p>UCSIA, Prinsstraat 14, 2000 Antwerpen</p> <p>ellen.decraene@ucsia.be</p> |

| | |
|--|---|
| ORGANIZATIONAL TUTOR/SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS): | Various (contact person in the social organization) |
|--|---|

| | |
|---|---------------------------------------|
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | 3 (+ at least 3 ECTS academic course) |
|---|---------------------------------------|

| | |
|---|----------|
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | Elective |
|---|----------|

| | |
|--|--|
| NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED: <i>Taxonomy dimension #1</i> <i>How many international students can be involved? In what ways? Please provide information about European/ International Programs/ agreements that support students' mobility (grants, logistics, etc)?</i> | 5 (to start with) Erasmus+ student mobility grant: mobility for a semester or a year international students connect and work together with Antwerp students (max. 3 students per organization) depending on students' mobility: a whole year or entry in the second semester (with online preparation course in home country and online meetings with local organization and students in first semester) |
|--|--|

DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:

Generic programmes and qualifications (open for all disciplinary areas)

PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):
Taxonomy dimension #1
 Mobility will be fully or partly blended/online?
 Which activities are blended/online? When are they scheduled?
 How could the use of technology enhance or add value to the project (planning, implementation, evaluation)?

Blended learning: combination of both physical and online mobility
 online: introduction to S-L, introduction to social organizations, content-based sessions (what is practic-based research? How to formulate a good research question? Basics of systematic reflection, ...) face-to-face: volunteering at the social organization, reflection sessions with (inter) national students (on practical experiences), training in intercultural competences and frame of reference

4. BACKGROUND OF SL PARTNERSHIP

(context in which the SL arises, characteristics and mission of the community partner organization, previous experience of collaboration between the university and the community partner organization)

Taxonomy dimension #2
 How was the partnership built?
 Which steps were followed in building and maintaining the partnership? What are the reciprocal benefits of being in this partnership?

There are already previous experiences of collaboration with S-L for Antwerp students. The university contacts local organizations to develop S-L projects, providing the community with examples of SL-projects and illustrating possible benefits.

Developing practice concerning partnership: academic staff meet the community partner(s) to discuss the class and to brainstorm together about what types of community activities can contribute to student learning and also benefit the community. In this preparatory interview, the focus is on the needs and challenges of the organization, and the initial situation (strengths, weaknesses) and the target group are explored. In addition, we discuss how the student can be guided and we discuss the process how the initial need can be translated into a research question in co-creation with the students.

RECIPROCAL BENEFITS:

- recognition/respect/reciprocal: student has much to learn from and with the community, the community learns from the student
- answering/adressing an actual need (deeper understanding through interaction, dialogue and academic perspectives)
- output will be implemented in the community (sustainable)

5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*Taxonomy dimension #2
What is the main social issue to be addressed by your project? How did you choose the issue/topic/idea? (Which needs have been identified related to the topic? Are there issues of inequality or cultural diversity that require project attention? Who identified the needs? Through what process?)*

*Taxonomy dimension #1
How will you make connections between the local social issues and the European/international dimension?*

The needs are identified by the organizations. We collaborate with social organizations: non-profit organizations working with vulnerable groups around social themes (e.g. poverty reduction, elimination of social exclusion of people in vulnerable positions, inclusive programming of a cultural organization, providing sports and cultural activities through low-threshold action and intercultural dialogue, provide support (weekly visits) to the most vulnerable refugees and forced migrants in Belgium, subject-specific and cross-curricular tutoring of vulnerable students...)

CONNECTION BETWEEN LOCAL SOCIAL ISSUES AND EUROPEAN/INTERNATIONAL DIMENSION:

- learn from direct interaction and cross-cultural dialogue with organization and target group, and national students
- training in intercultural communication/competences and frame of reference
- reflection on experiences to deeper understanding of intercultural issues and an enhanced sense of students' own responsibilities as citizens, locally and globally

Societal challenges addressed: Reduced inequalities (SDG10); peace, justice and strong institutions (SDG16); Quality Education (SDG4); No Poverty (SDG1); Good Health and Well Being (SDG3)

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*Taxonomy dimension #4
Which civic and cultural democratic competencies (CDC framework: values, skills, attitudes, and knowledge and critical understanding) can be improved and developed through the project? How will you link civic and cultural democratic competencies with the social issues raised in your community? What disciplinary and non-disciplinary knowledge and skills will students need to develop/practice to successfully complete their work? What learning opportunities and resources will you need to provide so they can acquire this necessary knowledge and expertise?*

EXPECTED LEARNING OUTCOMES AND CDC:

- Being able to make a connection between the academic component and the experiential learning in practice (knowledge and critical understanding /analytical and critical thinking skills);
- Being able to make a critical analysis of a social theme (knowledge and critical understanding of the world);
- (More consciously) learning to deal with social and cultural diversity (attitude: openness to cultural otherness and to other beliefs, world views and practices) ;
- Gaining an understanding of the (potential) impact of social engagement; (knowledge and critical understanding of the self/ language and communication/world; valuing cultural diversity/ democracy, justice, equality)
- Being able to form a (substantiated) opinion on the basis of complex information and personal experience (knowledge and critical understanding of self/world; autonomous learning skills, analytical and critical thinking skills);
- Being able to interact with a social organization (knowledge and critical understanding of language and communication; skills (linguistic, communicative and plurilingual skills, co-operation skills, flexibility and adaptability); attitudes (responsibility, respect);
- Ability to collaborate positively and constructively with others (valuing human dignity and cultural diversity; attitude of openness to cultural otherness and other beliefs, views and practices; skills (empathy, co-operation skills, conflict-resolution skills);
- Being aware of the possibilities of group dynamics (linguistic, communicative and plurilingual skills, co-operation skills, skills of listening and observing; attitudes (responsibility, tolerance of ambiguity, respect);
- Ability to dialogue from their own frame of reference (valuing cultural diversity, respect; civic-mindedness; empathy skills; skills of flexibility and adaptability);
- Ability to reflect critically on social issues (knowledge and critical understanding of the world) ;

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/ OUTCOMES

*Taxonomy dimension #4
Which civic and cultural democratic competencies (CDC framework: values, skills, attitudes, and knowledge and critical understanding) can be improved and developed through the project? How will you link civic and cultural democratic competencies with the social issues raised in your community? What disciplinary and non-disciplinary knowledge and skills will students need to develop/practice to successfully complete their work? What learning opportunities and resources will you need to provide so they can acquire this necessary knowledge and expertise?*

- Being able to indicate where personal strengths lie and where there is room for growth(knowledge and critical understanding of the self);
- Being able to (co)steer their own learning process based on strengths and challenges (autonomous learning skills; analytical and critical thinking skills);
- Developing empathy and social responsibility (attitudes civic-mindedness; openness to cultural otherness; skills (empathy);
- Showing willingness to question stereotypical images and principles (knowledge and critical understanding of the self/world);
- Showing willingness to change stereotyped images and principles (knowledge and critical understanding of the world; valuing human dignity and rights; valuing democracy, justice, fairness, equality and the rule of the law)

7. SERVICE ACTIVITIES

*Taxonomy dimension #3
What actions or activities will the project take to address the social issues identified? How is this action related to the field or academic discipline? What knowledge do students need to have to address the social issues? How are the community service activities linked to the theoretical, conceptual and methodological frameworks of the field or academic discipline? How are the community service activities linked to the theoretical, conceptual and methodological frameworks of the civic and democratic competences?*

At the start of the course, students choose an organisation and need they want to work on during the year. Depending on the chosen need, it is considered (docent+student) which theoretical courses (additional to the CSL course) the student has already included in his/ her curriculum or can include that year that are relevant to answer the needs academically. During the CSL course, the translation is made between the (practical) need and the academic knowlegde during sessions (reflection sessions, research seminars, ...).

8. SUBJECTS/ CURRICULAR AREAS INVOLVED (SEE ISCED)

*Taxonomy dimension #3
Specify the subjects or curricular areas in which the SL project is based.*

Generic programmes and qualifications (open for all disciplinary areas) examples of needs: inclusive programming, inclusive volunteer work, inclusive policy plan, crisis communication plan, ... (mainly social and behavioural sciences)

9. REFLECTION PROCESS AND TASKS

*Taxonomy dimension #5
Which learning activities/ assignments will be implemented to support students' reflection? How will students reflect on their discipline-based learning through service? How will students reflect on their civic and cultural democratic learning through service? How will students reflect on their personal growth through service? (Please provide a short description of the reflection assignments planned.) When will reflection occur? (When are the different reflection assignments due? Where they will take place? How often?) Who will participate in the reflection process? (What is the role of community partners in the reflection process? What is the role of the academics/ instructors?) What prompts will be used to support all three dimensions of student learning: discipline-based learning; civic and cultural democratic learning; personal growth?*

Short-term and long-term reflections are made.

SHORT-TERM:

- feedback conversations between organization and student after an activity
- video diaries recorded by the student after an activity (send to the academic/instructor)

LONG TERM:

- 2 written reports based on a self-selected moment from the practical experience (critical incident-technique)
- min. 3 reflection sessions (supervision based on practical experience/critical incident)
- final reflection (360 degree feedback, including organization)

During the long-term reflection, the reflection model GRROW (Jef Clement) is used. The GRROW-model is a cyclical reflection model with 5 steps: Goal, Reality, Resources, Obstacles/Opportunities, Way Forward. The GRROW-model is instructed, used and guided by the academic instructor. Students learn to self-reflect and reflect on others (peers) (through 'critical friend'-attitude).

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*Taxonomy dimension #6
How will you assess students' learning during the project (formative assessment) and at the end of the project (summative assessment)? How do you include community partners in the assessment? Which activities can be evaluated by community partners? How will you manage/ monitor students' progress (both individuals and teams) throughout the project? What tools and strategies will be used to monitor how things are going so that adjustments can be made along the way?*

CONTINUOUS/PERMANENT EVALUATION IS USED:

- portfolio (50%):
- product portfolio (15%) (initial situation, meeting reports, processing training intercultural education)
- development portfolio (35%) (video diaries, GRROW-reports, interaction supervision, final reflection)
- academic research paper (40%): 2 interim deadlines with feedback moments (december/march) + 1 final deadline (end of may)
- presentation moment (10%): presentations in work colleges, jury moment, show moment at the end practical experience/social engagement (pass or fail): 40h

Community partners are included during the jury moment (formative feedback) and at the final feedback (360°-feedback).

The course itself is evaluated on the basis of a 1 on 1 interview with the student using a questionnaire, to be filled out in advance with different aspects of the CSL course.

| | |
|--|---|
| | |
| 11. IMPACT <i>Taxonomy dimension #7 What is the community impact that you hope/ expect to achieve? With whom (e.g., service users, community members, community organizations, local administration) will you and your students share the results/impact of your project? (What are the interests of the different actors involved in the project?) How do you plan to evaluate the impact? (What are the specific indicators or outputs that you will track?)</i> | <p>INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)</p> <ul style="list-style-type: none"> Unified event that demonstrates and celebrates the learning and the impact of the projects (students, community partners, community members, academic colleagues) Academic research paper (students, community partners) <p>INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)</p> <ul style="list-style-type: none"> Community partners are asked if they (intend to) implement the results of the academic |
| 12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.) | <p>Unified event=celebration of the project and its results with all stakeholders</p> <p>The celebration event is also an event that is open to organizations that and colleagues and students who are interested to work with CSL in the future.</p> |
| 13.COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.) | <p>CSL-website: project website on site of University of Antwerp, with testimonials, good practices, ...</p> <p>Use of social media (via University of Antwerp)</p> <p>CSL learning community with interested colleagues from different faculties</p> <p>CSL-network (Flemish higher education)</p> |

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| 14.CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES) | <p>SEMESTER 1:</p> <ul style="list-style-type: none"> end of september: introduction CSL + matching students-organizations mid october: supervision (expectations, mapping starting situation, how to communicate with the organization, ...) november: 2 work colleges (reflection, conducting practical research and formulating a research question) december: training intercultural communication and frame of reference; supervision; individual feedback moment based upon interim academic paper february: work college (research method), supervision (critical incident) march: individual feedback moment based upon interim academic paper; supervision (critical incident) april: supervision (critical incident); facultative individual feedback moment may: jury moment, closing event (celebration), final research paper |
| 15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.) | <ul style="list-style-type: none"> teachers: 2 administrative staff: 1 |



1. SERVICE-LEARNING PROJECT TITLE **KEY QUALIFICATION MODULE - ONLINE MARKETING**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

Our key qualifications module is designed for national and international bachelor students in the 3rd semester. The idea is to raise the level of knowledge in the fields of international business, marketing and online marketing tools. Within the course there are inputs from academics and practitioners. The knowledge obtained shall be put to practice in group work with our partner organizations in the region. The language of the inputs and discussions will be German. Our partner organizations may be NGOs, associations or companies and startups.

Students will work in groups for one community project given by NGOs or associations in the context of international development or international marketing.

Usually NGOs / Associations working in international development contexts need to keep their base of members or donors well informed. This is even more necessary when associations need to raise funding for projects and activities. Our SL project will put students in the shoes of these NGOs that are struggling in developing marketing strategies. Our partner organizations will provide a real case that students will try to solve in a strategic approach.

Our partner organizations will provide a deep insight into the real-life work of their institutions and how they struggle to communicate their messages to beneficiaries and other target audiences. The strategic development of online-based communication strategies shall help the students to fully understand the environment of this organization and provide a detailed view into that specific community.

Our partner organizations vary from year to year, so all persons involved, from academics to students and community partners shall learn from this experience.

3. GENERAL DATA

UNIVERSITY (NAME AND ADDRESS): Leipzig University, Leipzig

PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): Steve Uhlig
steve.uhlig@uni-leipzig.de
+49 341 97-33761

COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): Social Enterprises and NGOs in the Region of Leipzig

ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS): Forikolo e.V.
Klaas Jerit Witte
witte@forikolo.de

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): 5

COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): Elective

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| | <p>NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED:</p> <p>22 students can be enrolled International students can join without limitation</p> <p><i>TAXONOMY DIMENSION #1 HOW MANY INTERNATIONAL STUDENTS CAN BE INVOLVED? IN WHAT WAYS? PLEASE PROVIDE INFORMATION ABOUT EUROPEAN/ INTERNATIONAL PROGRAMS/ AGREEMENTS THAT SUPPORT STUDENTS' MOBILITY (GRANTS, LOGISTICS, ETC)?</i></p> |
| <p>DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:</p> | <p>Students may join from all disciplinary areas</p> |
| <p>PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):</p> <p><i>TAXONOMY DIMENSION #1 MOBILITY WILL BE FULLY OR PARTLY BLENDED/ ONLINE? WHICH ACTIVITIES ARE BLENDED/ ONLINE? WHEN ARE THEY SCHEDULED? HOW COULD THE USE OF TECHNOLOGY ENHANCE OR ADD VALUE TO THE PROJECT (PLANNING, IMPLEMENTATION, EVALUATION)?</i></p> | <p>The students' mobility can be fully or partly blended online. Especially meetings with the community partners not always can be organized on site (e.g., because of the longer distance to the community partner). In such cases technology facilitates and provides more flexibility in communication between community partner and students as well as between students and trainers/coaches.</p> |

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| | <p>4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</p> <p><i>TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</i></p> <p>The recognition of the practical learning activities of SEPT Competence Center, its relationships with companies, research and social institutions as well as other community partners has being developed throughout many years of learning activities and cooperation in the region. The community partner acts as a co-educator by defining the learning and project goals, sharing its market experience knowledge that can enrich the student knowledge. Our community partner for our Online Marketing is Forikolo e.V., an association involved in development cooperation in Sierra Leone since 2002. The association, based in Leipzig, supports the local people through various projects. Their vision is to improve the living conditions, especially of children and young people, in the areas of education, nutrition and health in the Port Loko region in the west of Sierra Leone. At the same time Forikolo serves as the connection to other social organizations in the region dealing with different issues.</p> |
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5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/ INTERNATIONAL DIMENSION?*

The social objective of the program is to connect students with organizations in Saxony that deal with a variety of societal issues. We believe that every social enterprise or NGO has identified a gap or a need in society that needs support in the creation of awareness.

Our approach is that we select a number of organizations every year that have great projects in Germany or abroad and we would like to connect them with students at Leipzig University who will support these organizations in achieving their goals. In our case we will not focus on one specific group of beneficiaries, but give local NGOs or social enterprises the chance to work with student groups on their communication campaigns with their communities or even donors.

All projects are selected by the community partners and will be discussed in advance with the academic staff.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

The program allows students and participating companies to adopt a holistic and integral civic and cultural model based on the inclusion of participants and the use of their different backgrounds as a strategic advantage for the development of digital marketing campaigns with national or international impact. At the same time, participants learn to work in a multicultural environment and value different points of view on a common problem, thus creating a safe environment to contribute ideas that seek a solution. The development of these skills in the participants, some of whom have never worked in a multicultural team before, becomes advantageous for them and their future professional development. The main focus is to give students the chance **TO** experience a societal challenge from the viewpoint of an NGO or social enterprise and how to communicate their message with a group of beneficiaries or donors, depending on the need of the organization. That way a learning may happen that combines academic teaching and application of marketing tools for community needs.

7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?*

In a world that seems to be becoming increasingly globalized, the Online Marketing Challenge presents itself as a unique opportunity in which all participating parties learn and benefit. On the one hand, students gain valuable knowledge in the workshops and get the chance to put it into practice and learn even more. On the other hand, organizations shall benefit from the latest academic discussion and develop communications strategies with the students.

We combine marketing theory and online marketing tools with real-case applications in the social business field.

The academic content will be modified according to the organizations and projects that they would like to engage in. As this process changes every year due to different partner organizations, we are adapting our activities every time focusing on new communities and challenges.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

*TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.*

0311 Economics
0314 Sociology and cultural studies
0413 Management and administration
0414 Marketing and advertising
0416 Wholesale and retail sales

Our inputs are rooted in Marketing and Online Marketing. The field of application with the partner organizations will differ from project to project.

9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?*

The reflection is an ongoing process as the students will develop step by step a communication strategy for their partner organization. This reflection is being supported by the academic staff and the community partner alike.

The students will be enabled to critically reflect their activities and how they have benefited the organization, the beneficiaries and their own learning experience.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS? HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

The learning assessment holistically addresses discipline-based, global civic and cultural competencies, and linguistic skills. Students are expected to demonstrate competency in classroom context through presentations and within the community with their marketing campaign. Community partners, academics and occasionally also external experts provide meaningful feedback on relevant aspects of student learning.

The advisors from the community and the academics constantly review the progress of the students. They work as guides for the different teams and seek to ensure that students feel supported throughout the activity, are not demotivated by the activity, and can complete it effectively.

11. IMPACT

*TAXONOMY DIMENSION #7
WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- Target group analyzed
- Communication channels evaluated
- Communication strategy developed

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Access to target audience improved
- Interactions with target group improved

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

The project will be finalized with a final presentation of results by each project groups with the community partner. If possible, the final presentations can be conducted on site in community partner's facilities or in university facilities. In emergency case (corona) the final meeting & presentations will be organized online.

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

The information about the practical projects and successful cooperation with the community partner are disseminated mainly using social media channels as well as websites (articles about success stories) of the cooperating institutions.

14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)

The key qualification module marketing is conducted during the winter semester (11.10.2021 – 05.02.2022). In 2021 the initial session will start on the first week of regular lectures. The last six sessions are reserved for the practical projects with community partners, coaching as well as finally for the presentation of the final results.

15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)

The Module is carried out by an inter-institutional team composed of different professors and coordinators from the participating institutions. Additionally, experts in different digital marketing tools are invited to teach during the academic sessions. The coordinators and professors also serve as coaches for the student teams, giving one-on-one advice. The partner organizations are contacted before the activity starts. Given the current pandemic, classrooms were not necessary; however, they are essential to give continuity to the workshops under normal conditions. The closing ceremony is held in a convention center if the pandemic permits.



1. SERVICE-LEARNING PROJECT TITLE **ONLINE MARKETING CHALLENGE (OMC)**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

The Online Marketing Challenge (OMC) is an activity that connects students with international with Saxon organizations to work together on international online marketing strategies and methods. The Online Marketing Challenge is open to Master Students from Leipzig University including Erasmus students. Our course is highly accessible for international students, as the inputs and discussions are held in English language. This initiative is not entirely academic but converges the academic world with the practical professional world through collaborations between students and organizations from the civic sector to create online marketing campaigns with a predefined limited budget (500 Euro). Our partner organizations may be NGOs, associations or companies and startups. This course is designed as a competition where teams of students try to develop the most efficient and suitable online marketing campaign for one of our partner organizations. The focus of the OMC is specifically on organizations that want to be active in the international context and are looking for online marketing tools to achieve their goal. At the same time, during the challenge, students acquire skills through workshops offered by Leipzig University and by putting this knowledge into practice. In this way, students can develop new and valuable abilities for their professional future, while our partner organizations can implement or optimise their online marketing campaigns and digital presence cost-effectively. Due to the international aim of the program, the courses are offered in English, and once students have registered, they are organised into groups to work in teams with the different organizations. The student teams are subsequently trained in online marketing tools such as Facebook, LinkedIn and Google AdWords and are accompanied by a group of expert consultants throughout the entire digital campaign process and challenge. At the same time, the student teams work constantly and hand in hand with the partner organizations in establishing the campaign objectives, the target audience or the channel of communication. In addition, our community partners and organizations provide the teams with digital materials such as photos, videos, and articles to promote the company's products online through different channels. This serves as small test campaigns in which the teams and the organizations can realise possible difficulties and have the time to adjust them before launching a big campaign aiming to reach the target market and the challenge expectations. Teams who demonstrate their knowledge by developing a comprehensive online marketing strategy, executing ad campaigns, and providing post-campaign analysis with future recommendations for the organizations will receive a personalised certificate recognising their academic achievements and impact on the online marketing performance of our partners.

3. GENERAL DATA

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| UNIVERSITY (NAME AND ADDRESS): | Leipzig University, Leipzig |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | Steve Uhlig steve.uhlig@uni-leipzig.de +49 341 97-33761 |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | International SEPT Program Ritterstraße 9-13, 04109 Leipzig sarah.nicol@uni-leipzig.de |
| ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO- EDUCATOR (NAME, EMAILS, CONTACTS): | Forikolo e.V. Klaas Jerit Witte witte@forikolo.de |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | This is an extracurricular activity |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | Elective |

NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED:

*TAXONOMY DIMENSION #1
HOW MANY INTERNATIONAL STUDENTS
CAN BE INVOLVED? IN WHAT WAYS? PLEASE
PROVIDE INFORMATION ABOUT EUROPEAN/
INTERNATIONAL PROGRAMS/ AGREEMENTS
THAT SUPPORT STUDENTS' MOBILITY (GRANTS,
LOGISTICS, ETC)?*

The program is designed for international students who are already in the region of Saxony so that the students can more easily relate to the problem statements of the German society. Due to the difficulties posed by the Coronavirus pandemic, in 2020, the entire program was conducted online using different tools such as Zoom, Microsoft Teams and GoogleMeet. However, the students were mostly located in the Saxony area.

DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:

Economics, Business - but open to other fields
0414 Marketing and advertising

PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):

*TAXONOMY DIMENSION #1
MOBILITY WILL BE FULLY OR PARTLY BLENDED/
ONLINE? WHICH ACTIVITIES ARE BLENDED/
ONLINE? WHEN ARE THEY SCHEDULED? HOW
COULD THE USE OF TECHNOLOGY ENHANCE
OR ADD VALUE TO THE PROJECT (PLANNING,
IMPLEMENTATION, EVALUATION)?*

Under normal conditions, student participation is expected to be in a face-to-face environment. Given the current pandemic, virtuality has enabled many other students in locations other than Leipzig to participate in the activity and thus further enrich the activity.

4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?

*TAXONOMY DIMENSION #2
HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS
WERE FOLLOWED IN BUILDING AND MAINTAINING
THE PARTNERSHIP? WHAT ARE THE RECIPROCAL
BENEFITS OF BEING IN THIS PARTNERSHIP?*

Leipzig University has a strong focus on social sciences and therefore on societal change. We were able to build partnerships with associations or social enterprises alike that tackle the challenges of the globalized world.

Our community partner for our Online Marketing is Forikolo e.V., an association involved in development cooperation in Sierra Leone since 2002. The association, based in Leipzig, supports the local people through various projects. Their vision is to improve the living conditions, especially of children and young people, in the areas of education, nutrition and health in the Port Loko region in the west of Sierra Leone.

At the same time Forikolo serves as the connection to other social organizations in the region dealing with different issues.



5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/ INTERNATIONAL DIMENSION?*

The social objective of the program is to connect students with organizations in Saxony that deal with a variety of societal issues. We believe that every social enterprise or NGO has identified a gap or a need in society that needs support in the creation of awareness.

Our approach is that we select a number of organizations every year that have great projects in Germany or abroad and we would like to connect them with students at Leipzig University who will support these organizations in achieving their goals. In our case we will not focus on one specific group of beneficiaries, but give local NGOs or social enterprises the chance to work with student groups on their communication campaigns with their communities or even donors.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

The program allows students and participating companies to adopt a holistic and integral civic and cultural model based on the inclusion of participants and the use of their different backgrounds as a strategic advantage for the development of digital marketing campaigns with national or international impact. At the same time, participants learn to work in a multicultural environment and value different points of view on a common problem, thus creating a safe environment to contribute ideas that seek a solution. The development of these skills in the participants, some of whom have never worked in a multicultural team before, becomes advantageous for them and their future professional development. The main focus is to give students the chance to experience a societal challenge from the viewpoint of an NGO or social enterprise and how to communicate their message with a group of beneficiaries or donors, depending on the need of the organization. That way a learning may happen that combines academic teaching and application of marketing tools for community needs.

7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?*

In a world that seems to be becoming increasingly globalized, the Online Marketing Challenge presents itself as a unique opportunity in which all participating parties learn and benefit. On the one hand, students gain valuable knowledge in the workshops and get the chance to put it into practice and learn even more. On the other hand, organizations can implement marketing strategies that do not involve high costs, which many cannot afford.

We combine marketing theory and online marketing tools with real-case applications in the social business field.

The academic content will be modified according to the organizations and projects that they would like to engage in. As this process changes every year due to different partner organizations, we are adapting our activities every time focussing on new communities and challenges.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

*TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.*

0311 Economics
0314 Sociology and cultural studies
0413 Management and administration
0414 Marketing and advertising
0416 Wholesale and retail sales

Our inputs are rooted in Marketing and Online Marketing. The field of application with the partner organizations will differ from project to project.

9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?*

A central component of the OMC is that partner organizations and academic staff encourage students to reflect on their activities and learning. During the one-on-one coaching meetings with the student teams, students are encouraged to talk about their experiences in connecting the academic content to the environment of the organizations and how to translate to the given community. The students will be enabled to critically reflect their activities and how they have benefited the organization, the beneficiaries and their own learning experience.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS? HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

The learning assessment holistically addresses discipline-based, global civic and cultural competencies, and linguistic skills. Students are expected to demonstrate competency in classroom context through presentations and within the community with their marketing campaign. Community partners, academics and occasionally also external experts provide meaningful feedback on relevant aspects of student learning.

The advisors from the community and the academics constantly review the progress of the students. They work as guides for the different teams and seek to ensure that students feel supported throughout the activity, are not demotivated by the activity, and can complete it effectively.

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| <p>11. IMPACT</p> <p><i>TAXONOMY DIMENSION #7 WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)</i></p> | <p>INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)</p> <ul style="list-style-type: none"> • Target audience reached • Online interactions / conversions achieves • Klicks generated <p>INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)</p> <ul style="list-style-type: none"> • Awareness of the NGO activities raised • Strategic position of partner improved |
| <p>12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)</p> | <p>Participating students and organizations are invited to a closing ceremony in which students present a pitch of the marketing strategy they developed and the results obtained. The presentation is followed by an award ceremony and the delivery of certificates of participation. Afterwards, the participants have the opportunity to network with the other participating groups and organizations.</p> |
| <p>13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)</p> | <p>The project is communicated and publicized through different digital tools such as the SEPT Master's program and partners web pages and the different social networks these institutions manage. Finally, the closing ceremony is also promoted on social networks.</p> |

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| <p>14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)</p> | <p>The program has a duration of 3 months, starting on April 15 with a kick-off meeting and ending on July 15 with the closing event. Between April 15 and 30, the student teams wil work with the organizations and establish their objectives. Later in May, the teams receive training in online marketing tools while defining which tools are the most suitable for their individual project. Finally, the students have approximately two months to carry out their pilot tests and final campaign and prepare a pitch in which they present the activity results.</p> |
| <p>15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)</p> | <p>The online marketing Challenge is carried out by an inter-institutional team composed of different professors and coordinators from the participating institutions. Additionally, experts in different digital marketing tools are invited to teach in the workshops. The coordinators and professors also serve as coaches for the student teams, giving one-on-one advice. The partner organizations are contacted before the activity starts. Given the current pandemic, classrooms were not necessary; however, they are essential to give continuity to the workshops under normal conditions. The closing ceremony is held in a convention centre.</p> |

1. SERVICE-LEARNING PROJECT TITLE **UCC SCIENCE SHOP ‘CARL’ (COMMUNITY ACADEMIC RESEARCH LINKS)**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

Community-Academic Research Links invites community groups (non-profit NGO’s and CSOs) to suggest research topics/ questions that are pursued by students, under research supervision, in collaboration with the community partner. CARL is based on the ‘Science Shop’ model and follows a 40 year European tradition with similar initiatives on-going in some of the highest ranked Universities in Europe and worldwide. CARL’s mission is to provide independent, participatory research support in response to concerns experienced by civil society.

Students will participate in service-learning through conducting a community based research placement in Cork that meets an identified community need. Service-learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets an identified community needs and reflects on the service activity in such a way as to gain further understanding of disciplinary content and an enhanced sense of civic responsibility. Community Engaged Research describes a wide range of rigorous research approaches and methodologies that share a common interest in collaborative engagement with the community. It aims to improve, understand, or investigate an issue of public interest or concern, including societal challenges.

3. GENERAL DATA

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| UNIVERSITY (NAME AND ADDRESS): | University College Cork |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | Dr Anna Kingston a.kingston@ucc.ie |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | Cork City Council (Kieran O’Connell) Various Cork Based NGO’s and CSO’s. |
| ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS): | Various |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | ECTS Credit is Awarded via the Academic Department that the student is registered with |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | Elective or Undergraduate Final Year Project or Masters Thesis |

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| NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED: <i>TAXONOMY DIMENSION #1 HOW MANY INTERNATIONAL STUDENTS CAN BE INVOLVED? IN WHAT WAYS? PLEASE PROVIDE INFORMATION ABOUT EUROPEAN/ INTERNATIONAL PROGRAMS/ AGREEMENTS THAT SUPPORT STUDENTS' MOBILITY (GRANTS, LOGISTICS, ETC)?</i> | Open to all visiting semester long Erasmus students and Open to all semester long visiting American students with a 2.1 Average/ GPA and Lecturer reccomendation. |
| DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS: | Open to all disciplines |
| PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL): <i>TAXONOMY DIMENSION #1 MOBILITY WILL BE FULLY OR PARTLY BLENDED/ ONLINE? WHICH ACTIVITIES ARE BLENDED/ ONLINE? WHEN ARE THEY SCHEDULED? HOW COULD THE USE OF TECHNOLOGY ENHANCE OR ADD VALUE TO THE PROJECT (PLANNING, IMPLEMENTATION, EVALUATION)?</i> | Generally face to face. However, due to Covid restrictions - online MS Teams, Zoom and Canvas platforms are used. |

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| 4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP? <i>TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</i> | Community-Academic Research Links (CARL) empowers community groups with limited resources to carry out research. Usually, the community groups supported do not have the resources to pay for or carry out their own scientific research. Thus, CARL invites non-profit NGO's and CSOs to suggest research topics/ questions that are pursued by students under research supervision. Importantly the research is carried out in collaboration with the community partner. CARL is based on the 'Science Shop' model, and its mission is to provide independent, participatory research support in response to concerns experienced by civil society. The research partnerships enrich student learning, address a community need, and adds to the capacity of organizations. CARL projects are designed from the outset to have an impact on policy and / or practice. |
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5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/ INTERNATIONAL DIMENSION?*

Each year CARL addresses a wide range of social issues and community needs. The issue/topic/idea comes from the community partner. CARL provides consultative support through a structured process that enables community groups to devise and develop their ideas for research. The role of the Community Organisation is to formulate the research topic and to support the student in their research. Community groups complete a CARL Project Proposal Form, which is reviewed by the CARL Management Team (this oversight body comprises of an equal number of University Staff and Community Partners). Once approved the CARL Coordinator brings a student and a research supervisor together for 3-way meeting with the Community Group to discuss and agree the scope of the research project, the methods to be employed, the format for reporting the research findings to the voluntary/community group, and the timescale of the project. A Research Agreement is signed at this meeting.

The research is then carried out by the student in partnership with the organisation. The student summarizes the findings of the research into a user-friendly report and this is finalised in conjunction with the community partner. A series of recommendations or policy and practice action points are proposed. Communication between all stakeholders is maintained throughout the research process from start to finish. Connections to the European dimension will be explored through comparative learning and students critical reflection as part of the research process.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

The CDC competencies addressed through CARL include (2) Valuing cultural diversity (3) Valuing democracy, justice, fairness, equality and the rule of law (4) Openness to cultural otherness (5) Respect (6) Civic-mindedness; (7) Responsibility (8) Self-efficacy (9) Tolerance of ambiguity (10) Autonomous learning skills (11) Analytical and critical thinking skills; (12) Skills of listening and observing (13) Empathy (14) Flexibility and adaptability (16) Co-operation skills (17) Conflict-resolution skills (18) Knowledge and critical understanding of the self (20B) Knowledge and critical understanding of culture, cultures, religions.

These competences are developed through the service-learning process as well as through academic/ disciplinary content. Service-learning a pedagogical tool encourages students to learn and explore issues vital to society inside and outside the classroom and instil in students a sense of social responsibility and civic awareness. Community Based Research involves a high degree of experiential learning that immerses students in reciprocal learning and understanding about the social issues identified in the community setting. Reflection and Reflexivity are an integral part of the research process, and thus time and space for reflection and analysis allows students to compare their own values and attitudes to those experienced in the community; developing their empathy, critical awareness and intercultural understanding.

7. SERVICE ACTIVITIES

TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?

Students will conduct a community based research project in collaboration with local community organisations, and Cork City Councils Social Inclusion unit. Students will participate in the process of understanding and identifying community needs, developing and implementing a research project, and translating the research into impact through contributing to the development of research informed responsive policies and practices.

CARL has a strong emphasis on learning from service, research, reflection and practice. Through the Community Based Research process, students taking this service-learning module will be at once seamlessly engaged in theory and practice, holistically exploring academic/ theoretical underpinnings and their application in a practice setting. By addressing needs and issues within the local community students are able to apply what they are learning in an experiential manner. In addition, the students will enhance Corks NGO's / CSO's practice/ policy/strategies and ethics drawing on their own international or home perspective.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.

CARL is open to students from all ISCED categories / subject disciplines.

9. REFLECTION PROCESS AND TASKS

TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?

Reflection and Reflexivity is an integral part of CommunityBasedResearch. Students are encouraged to keep a learning journal that documents the research process and their personal growth and development. Schön's (1983) reflection-on-action and reflection-in-action approach will involve students reflecting in real-time on their research and service activities. Importantly, reflection-for-action exercises (Killion and Todnem 1991; Grushka et al. 2005) will involve students in thinking about their future actions with the intention of improving or changing practices.

The role of the community partners are central to the reflective process. Students will be collaborating with experienced community members and practitioners, who are well placed to support students learning and their reflective process. Reflection, guided by students research supervisor, encourages the development of reflexivity, and is also utilised to build connections across theory and practice; particularly nurturing critical thinking, analysis of social issues, and critical examination of the social and political context for the research activities. Reflection will also allow students to compare their own values and attitudes to those experienced in the community; developing their empathy and intercultural understanding.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
 HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS?
 HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

CARL projects are carried out as part of an undergraduate project, or Masters project or Thesis. Students are typically required to submit the project in the form of a report in line with the requirements of their UCC Academic Department. Sometimes, depending on the discipline and project undertaken, an artistic portfolio or product (e.g. a play, performance, film, website, engineering drawings etc.) can be submitted in lieu of a written output.

Assessment is thus formative, and involves discipline-based learning (research), civic and democratic learning, and personal growth and development via the service experience.

In addition to academic content, students are required to demonstrate proficiency in a community context. Thus the community partners are involved in supporting the assessment process, through providing meaningful feedback on aspects of student learning related to their community based research activities. Ongoing monitoring of students progress is managed through research supervision and the CARL Coordinator liaising with the community partner, which serves as a means to monitor how things are going so that adjustments can be made along the way.

11. IMPACT

*TAXONOMY DIMENSION #7
 WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- No. of UCC staff & student hours committed
- No. of people in community impacted
- No. of community staff hours committed
- Qualitative impact on students and community via testimonials
- % increase in students CDC Competencies

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Increase in more research informed responsive policies and services
- Increase in community empowerment and action
- Qualitative increase in community understanding of societal challenges
- Qualitative increase in University, Local Government and NGO/CSO collaboration and engagement in addressing issues affecting citizens and communities
- Qualitative progress on SDGs (10), (11), (16), and (17)

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

Report Presentation to Community Organisations and CARL Annual Research Showcase.

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

A press release is developed for each CARL project and distributed on internal communication and Social Media channels, the CARL Website and UCC's Civic & Community Engagement Website. Community partners assist also with publicity for CARL projects, reaching out to local and national media.

The learning from the module will be presented at a UCC Seminar during UCC Community Week in October 2022.

14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)

CARL projects can take place all year around, generally they are year long projects, however semester long projects are possible also.

15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)

Community partner time and expertise, the time and expertise of UCC Civic & Community Engagement staff, and research supervisor time, are the main resources involved.

1. SERVICE-LEARNING PROJECT TITLE HI2048 TRANSITION TO DEMOCRACY - POLAND AND ECE

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

This community-engaged service-learning module partners with Cork City Council, UCC Civic & Community Engagement, UCC International Office and cork based Polish and Eastern European communities, groups and organisations.

MODULE OUTLINE

The module will examine the process of transition from communism to democracy in East Central Europe and the global significance of the 1989 revolutions. It will provide analysis of the core issues that shaped the region's politics: regime change, creation of civil society, economic reforms, and the changing nature of the post-communist system. It will invite reflection on the nature of politics in ECE and the future of liberal values at the end of the 20th century. It will look as well at long term impact of this transformation – emigration and local communities. Students apply and deepen their understanding of democratic concepts, learn about social justice, and examine the relevance of these topics in the real world as well as in the local community. They use course content as a basis for their analysis and understanding of the key theoretical, methodological, and applied issues at hand. The course will offer a comprehensive map of this turbulent area's traditions and prospects and will provide some understanding of the historical events that still shape so much of the region's politics.

STRUCTURE OF THE COURSE

- East Central Europe - background and history
- Nature of the communist systems in ECE
- 1989 Autumn of Nations – historical and economic perspective
- Democratic post communism: autonomous societal organisations; governance and economy
- Negotiating regime change: patterns of transition; independence and rise of nationalis
- Power and diversity of cultural traditions
- Paths to democracy , identity politics
- Case studies – Poland, Yugoslavia, Czechoslovakia, Hungary and Romania

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

ASSESSMENT

2,000-word document analysis
3,000-word essay / experiential research paper that documents learning from the community experience.
Reflective portfolio

Students will apply and deepen their understanding of democratic concepts, learn about social justice, and examine the relevance of these topics in the real world. They use course content as a basis for their analysis and understanding of the key theoretical, methodological and applied issues at hand. The module emphasises the development of UCC Graduate Attributes of social responsibility and effective global citizenship.

Service-learning [is] a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1996). Students will participate in an organized service activity in Cork that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Students will engage with Polish local community organisations as well as Cork City Social Inclusion unit to participate in the process of identifying needs and policies at local level facilitating social inclusion, diversity, Integration, social capital, social enterprise, cultural expression, identity and community participation and empowerment. The student can enhance local/Cork community development work practice/policy/strategies and ethics from their own international or home perspective practice/policy/strategies and ethics in the home countries community development work.

3. GENERAL DATA

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| UNIVERSITY (NAME AND ADDRESS): | University College Cork |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | Dr Bozena Cierlik, School of History bozena@ucc.ie |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | Cork City Council (Kieran O'Connell) Polish community groups - Together Razem, MyCork, Polish complimentary schools |
| ORGANIZATIONAL TUTOR/SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS): | Bozena Cierlik |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | 5 |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | Elective/ 2nd year option (for students of History, Politics and European Studies) |

NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED:

Open to all Erasmus students
Open to visiting American students

*TAXONOMY DIMENSION #1
HOW MANY INTERNATIONAL STUDENTS
CAN BE INVOLVED? IN WHAT WAYS? PLEASE
PROVIDE INFORMATION ABOUT EUROPEAN/
INTERNATIONAL PROGRAMS/ AGREEMENTS
THAT SUPPORT STUDENTS' MOBILITY (GRANTS,
LOGISTICS, ETC)?*

DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:

History, Politics, European Studies, government

PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):

Face to face (as per book of modules)
Due to Covid restrictions - online MS Teams live and
Canvas platform (mobility will enhance openness
and appreciation of cultural diversity, identification as
a global citizen, an increased understanding of global
perspectives, cultural relativism, and commitment to
social justice)

*TAXONOMY DIMENSION #1
MOBILITY WILL BE FULLY OR PARTLY BLENDED/
ONLINE? WHICH ACTIVITIES ARE BLENDED/
ONLINE? WHEN ARE THEY SCHEDULED? HOW
COULD THE USE OF TECHNOLOGY ENHANCE
OR ADD VALUE TO THE PROJECT (PLANNING,
IMPLEMENTATION, EVALUATION)?*

4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?

TAXONOMY DIMENSION #2
 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS
 WERE FOLLOWED IN BUILDING AND MAINTAINING
 THE PARTNERSHIP? WHAT ARE THE RECIPROCAL
 BENEFITS OF BEING IN THIS PARTNERSHIP?

Long-term sustainability of relationships between higher education institutions and community organizations can only be achieved through a collaborative approach whereby a specific service-learning need or research question is generated within the community, and the sharing of knowledge occurs across the boundary of community and higher education institution. Thus this module has been developed in a reciprocal and collaborative manner with community partners, and is focussed on needs identified in the community by the partners. There is a significant Polish and East Central European communities in Cork, as well as significant number of Polish organisations and complementary schools.

University partner, Dr B.Cierlik is actively involved with Polish community organisations (she set up some of the complementary Polish schools in Cork and was on the board of directors of Polish charity Together Razem. Cork City Councils Directorate of Community & Place supports the communities and organisations involved with diversity and social inclusion supports.

This partnership will enrich student learning, add to the capacity of organizations and will benefit the community. Trans-national comparisons and perspective will benefit the development of social and civic responsibilities within the community and university.

5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

TAXONOMY DIMENSION #2
 WHAT IS THE MAIN SOCIAL ISSUE TO BE
 ADDRESSED BY YOUR PROJECT? HOW DID
 YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH
 NEEDS HAVE BEEN IDENTIFIED RELATED TO
 THE TOPIC? ARE THERE ISSUES OF INEQUALITY
 OR CULTURAL DIVERSITY THAT REQUIRE
 PROJECT ATTENTION? WHO IDENTIFIED THE
 NEEDS? THROUGH WHAT PROCESS?)

TAXONOMY DIMENSION #1
 HOW WILL YOU MAKE CONNECTIONS
 BETWEEN THE LOCAL SOCIAL ISSUES AND THE
 EUROPEAN/INTERNATIONAL DIMENSION?

The specific issues and needs identified are: community engagement in local governance; the concept of democracy, social and civic responsibility and mobility; language and communication; advocacy; diversity and inclusion.

Connections to the European dimension will be explored through comparative learning and critical reflection, where intercultural dialogue - via facilitation and reflective practices - will nurture and encourage input from both international students and domestic students, and community partners - particularly reflecting on inequities in local to global contexts.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

The CDC competencies addressed in this module are (2) Valuing cultural diversity (3) Valuing democracy, justice, fairness, equality and the rule of law (4) Openness to cultural otherness (6) Civic-mindedness; 8. Self-efficacy (11) Analytical and critical thinking skills; (13) Empathy (15) Linguistic, communicative and plurilingual skills (16) Co-operation skills (18) Knowledge and critical understanding of the self (19) Knowledge and critical understanding of language and communication (20B) Knowledge and critical understanding of culture, cultures, religions.

These competences will be developed through the learning process as well as through the content of teaching. The competencies will be self-assessed at the start and end of the module.

Experiential learning will immerse students in reciprocal learning and understanding about the social issues identified in the community setting. Time and space for reflection and analysis will allow students to compare their own values and attitudes to those experienced in the community; developing their empathy, critical awareness and intercultural understanding. Reflections will be the basis for cooperatively engaging with others to take action. Experiential education is based on action and reflection to achieve real objectives for the community and to deeper understanding and skills for the person. In the process, students link personal and social development with academic and cognitive development, as experience enhances understanding, which leads to more effective action. (J.S. Eyler and D. E. Giles). Service-learning a pedagogical tool encourage students to learn and explore issues vital to society inside and outside the classroom and instil in students a sense of social responsibility and civic awareness.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

The CDC Competencies are also included in the Learning Outcomes for the Module:

- demonstrate complexity of understanding, problem analysis, problem-solving, critical thinking, and cognitive development
- greater sense of personal efficacy, personal identity, spiritual growth, and moral development
- reduced stereotypes and greater inter-cultural understanding
- improved social responsibility and citizenship skills
- greater involvement in community service after graduation

7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?*

The module has a strong emphasis on learning from service, reflection and practice. Students taking this service-learning module will be at once seamlessly engaged in theory and practice, holistically exploring academic/ theoretical underpinnings and their application in a practice setting. Service-learning is a teaching methodology in which students engage with and serve the local community. It also provides a credit-bearing educational experience that directly relates to the goals and objectives of a course within the academic curriculum. By addressing needs and issues within the local community students are able to apply what they are learning in an experiential manner. Students reflect on their activities in order to learn curricular concepts and to practice problem solving and evaluative skills as well as analytical, critical and reflective thinking.

7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?*

In local policy process and provision of services, there is a need for greater understanding of the cultural and political differences within the Polish and Eastern European community. In addition, greater recognition of language issues will contribute to better communication and information retrieval. Academic research and service can bring greater levels of understanding of community culture, identity, diversity and historical experience.

Students will thus specifically engage with Polish local community organisations, in collaboration with Cork City Councils Social Inclusion unit. They will participate in the process of understanding and identifying community needs and contributing to the development of responsive local policies that facilitate social inclusion, diversity, integration, social capital, social enterprise, cultural expression, respect for identity, and community participation /empowerment. The students will enhance Corks community development practice/policy/strategies and ethics drawing on their own international or home perspective.

The goals are:

- enhance curriculum through service based teaching & learning,
- prepare educated, engaged citizens;
- strengthen democratic values and civic responsibility;
- address critical societal issues;
- contribute to the public good.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

*TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.*

0222 history
0312 politics and governance
0314 social science - cultural studies
09 personal development

9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?*

Through the use of a learning journal and a reflective essay, Schön's (1983) reflection-on-action and reflection-in-action approach will involve students reflecting in real-time on their service activities and also completing post-service reflective activities. Importantly, reflection-for-action exercises (Killion and Todnem 1991; Grushka et al. 2005) will involve students in thinking about their future actions with the intention of improving or changing practices.

The role of the community partners are central to the reflective process. Students will be collaborating with experienced community members and practitioners, who are well placed to support students reflective process via dialogue and group work. Reflection, guided by the Lecturer, will also be utilised to build connections across academic content (theory) and service (action), particularly nurturing critical thinking, analysis of social issues, and critical examination of the social and political context for the service-learning activities. Reflection will also allow students to compare their own values and attitudes to those experienced in the community; developing their empathy and intercultural understanding.

- Students will be required to complete a weekly learning journal entry
- A final experiential research paper that documents learning from the community experience, (including selections from journal entries combined with an analytic narrative) will be submitted at the end of the module.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
 HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS? HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

Assessment in this module is a 3-dimensional formative process involving discipline-based learning, civic and democratic learning, and personal growth and development. Portfolio based assessment will allow students to demonstrate learning in varied ways including through: reflections, a 2,000-word document analysis and a 3,000-word essay / experiential research paper that documents learning from the community experience.

The CDC competencies specified for this module, as well as academic content (particularly theory) will provide a frame for the assessments. In addition to academic content, students will be required to demonstrate proficiency in a community context. Thus the community partners will be involved supporting the assessment process, through providing meaningful feedback on aspects of student learning related to their community based activities. Ongoing monitoring of students progress (both individuals and teams) will be managed through supervision / direct observation and real-time feedback (reflection in action). Weekly journal entries will allow for reflection on action, and serves as a means to monitor how things are going so that adjustments can be made along the way.

11. IMPACT

*TAXONOMY DIMENSION #7
 WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- No. of UCC staff & student hours committed
- No. of people in community impacted
- No. of community staff hours committed
- Qualitative impact on students and community via testimonials
- % increase in students CDC Competencies

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Increase in more research informed responsive policies and services
- Increase in community empowerment and action
- Qualitative increase in community understanding of societal challenges
- Qualitative increase in University, Local Government and NGO/CSO collaboration and engagement in addressing issues affecting citizens and communities
- Qualitative progress on SDGs (10), (11), (16), and (17)

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

Reflection with all participants and Diploma award ceremony attended by students all community partners

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

Communication and dissemination via Social Media channels, including Cork City Council, UNICORN and UCC Civic & Community Engagement. Dedicated webpages on the UCC Civic & Community Engagement website will be created, where a short video will communicate the goals of the module and its service activities. The learning from the module will be presented at a UCC Seminar during UCC Community Week in October 2022.

14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)

This particular course runs in second semester - January to May (2022) (as per academic calendar)

15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)

Some stipends for student travel to and from service-learning sites will be provided where required. More time to develop integrated and reflective content and assessments. Funding needed to organise final reflection gathering and diploma award ceremony (for refreshments etc.)

1. SERVICE-LEARNING PROJECT TITLE **GLOBAL AND ENVIRONMENTAL ISSUES IN YOUTH AND COMMUNITY WORK**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

This service-learning module partners with Cork City Council, UCC Civic & Community Engagement, UCC International Office and Cork based communities, groups and organisations. UCC is a leading university internationally in the area of community engagement and sustainability, with a strong commitment to SDG 11 Sustainable Cities and Communities and SDG 17 Partnership for the Goals. The module emphasises the development of UCC Graduate Attributes of social responsibility and effective global citizenship. This service-learning based module aims to introduce students to the theory and principles of sustainable and environmental practice in community development and youth work.

The module will include the following:

- Definitions, models and theories of sustainability and the environment.
- International debates surrounding sustainability and environmental issues.
- Application of the principles of sustainability and environment to youth and community work practice through Service-Learning with local communities and intercultural learning with global partners.
- Application of community engagement through a Service-Learning approach that will collaboratively address a module related problem challenge identified by the community.

The module will include online connections with overseas students and staff on equivalent modules, including students at the University of Queensland, Australia and other countries. This will facilitate intercultural learning and sharing towards developing students global citizenship competencies. In collaboration with Cork City Council, students will also engage in Service-Learning with a community development and/or youth work agency engaging in environmental and sustainable activities. The module has a strong emphasis on learning from reflection and practice.

3. GENERAL DATA

UNIVERSITY (NAME AND ADDRESS): University College Cork

PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): Dr Catherine Forde
c.forde@ucc.ie

COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): Community Development organizations, CSOs, NGOs, Government Agencies in communities in and around Cork City.

ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS): Mr Kieran O'Connell

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): 5

COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): Elective

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| <p>NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED:</p> <p><i>TAXONOMY DIMENSION #1 HOW MANY INTERNATIONAL STUDENTS CAN BE INVOLVED? IN WHAT WAYS? PLEASE PROVIDE INFORMATION ABOUT EUROPEAN/ INTERNATIONAL PROGRAMS/ AGREEMENTS THAT SUPPORT STUDENTS' MOBILITY (GRANTS, LOGISTICS, ETC)?</i></p> | <p>The module will accept a minimum of six students and a maximum of 30. The module can therefore accept at least 10 international students. UCC has Erasmus agreements with a significant number of European and international universities including most of the universities engaged with the UNICORN Project.</p> |
| <p>DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:</p> | <p>Community Development; Youth Work; Social Policy.</p> |
| <p>PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):</p> <p><i>TAXONOMY DIMENSION #1 MOBILITY WILL BE FULLY OR PARTLY BLENDED/ ONLINE? WHICH ACTIVITIES ARE BLENDED/ ONLINE? WHEN ARE THEY SCHEDULED? HOW COULD THE USE OF TECHNOLOGY ENHANCE OR ADD VALUE TO THE PROJECT (PLANNING, IMPLEMENTATION, EVALUATION)?</i></p> | <p>The module will be delivered primarily in-class but there will be an online dimension which will include connections with educators and students in other countries, particularly Australia and Finland. Connections with Australian and Finnish universities are already in place.</p> <p>The course will be delivered online in the case of pandemics or other emergencies. A virtual service-learning experience will be available.</p> |

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| <p>4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</p> <p><i>TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</i></p> | <p>The partnership is currently being built through collaboration with Kieran O'Connell, Cork City Council, and a reciprocal relationship with local community groups such as Churchfield Community Trust, Green Spaces for Health and others.</p> <p>These community groups are already involved in research partnerships with UCC students through the UCC Science Shop 'CARL' programme (Community/ Academic Research Links) where the CSOs have initiated research questions to be undertaken by students. Subsequently, there have been many positive outcomes from these partnerships with mutual benefits for students, academic supervisors and community members.</p> |
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5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/ INTERNATIONAL DIMENSION?*

The specific issues and needs identified are the climate crisis and sustainability. This issue is of primary concern to the community partners involved in the module. Specific needs will be articulated by the community partners in the form of overarching thematic and research questions. The Lecturer also has a specific interest in Environmental Education through a realisation that Environmental Education is not required on qualifying programmes in the social professions in Ireland. In 2019 the Lecturer carried out primary research into the extent of Environmental Education on these qualifying programmes in universities and colleges in Ireland and Northern Ireland, and found that it is not required to any significant extent on most of these programmes.

Connections to the European dimension will be explored through comparative learning and critical reflection, where intercultural dialogue - via facilitation and reflective practices - will nurture and encourage input from both international students, domestic students and community partners - particularly reflecting on socio-economic inequities in local to global contexts.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

The CDC competencies addressed in this module are (2) Valuing cultural diversity (6) Civic-mindedness; (7) Responsibility (8) Self-efficacy (9) Tolerance of ambiguity (10) Autonomous learning skills (11) Analytical and critical thinking skills; (13) Empathy (16) Co-operation skills (18) Knowledge and critical understanding of the self; (20B) Knowledge and critical understanding of culture, cultures, religions.

These competences are included in the Learning Outcomes for the Module. They will be developed through the learning process as well as through the content of teaching. The competencies will be self-assessed at the start and end of the module.

Experiential learning will immerse students in reciprocal learning and understanding about the social issues identified in the community setting. Time and space for reflection and analysis will allow students to compare their own values and attitudes to those experienced in the community; developing their empathy, critical awareness and intercultural understanding. Reflections will be the basis for cooperatively engaging with others to take action.

7. SERVICE ACTIVITIES

TAXONOMY DIMENSION #3
 WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?

This service-learning based module aims to introduce students to the theory and principles of sustainable and environmental practice in community development and youth work. Students will be involved in the application of the principles of sustainability and environment to a youth and community work practice setting through Service-learning with local communities and intercultural learning with global partners. The module has a strong emphasis on learning from service, reflection and practice and students taking this service-learning module will be at once seamlessly engaged in theory and practice, holistically exploring academic/theoretical underpinnings and their application in the practice setting.

Students will engage in service-learning activities with Cork City Council and local NGO's/ CSO's in a range of community development roles, collaboratively addressing a module related societal challenge articulated and identified by the community partners.

The module will include online connections with overseas students and staff on equivalent modules, including students at the University of Queensland, Australia and other countries. This will facilitate intercultural learning and sharing towards developing students global citizenship competencies.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

TAXONOMY DIMENSION #3
 SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.

Level 7 Masters
 0923 Social Work (Community Development, Social Policy, Sociology)

9. REFLECTION PROCESS AND TASKS

TAXONOMY DIMENSION #5
 WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?

Through the use of a learning journal and a reflective essay, Schön's (1983) reflection-on-action and reflection-in-action approach will involve students reflecting in real-time on their service activities and also completing post-service reflective activities. Importantly, reflection-for-action exercises (Killion and Todnem 1991; Grushka et al. 2005) will involve students in thinking about their future actions with the intention of improving or changing practices.

The role of the community partners are central to the reflective process. Students will be collaborating with experienced community members and practitioners, who are well placed to support students reflective process via dialogue and group work. Reflection, guided by the Lecturer, will also be utilised to build connections across academic content (theory) and service (action), particularly nurturing critical thinking, analysis of social issues, and critical examination of the social and political context for the service-learning activities. Reflection will also allow students to compare their own values and attitudes to those experienced in the community; developing their empathy and intercultural understanding.

Students will be required to complete a weekly learning journal entry and a final 5,000 word reflective e-portfolio will document learning from the community experience, (including selections from journal entries combined with an analytic narrative).

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS? HOW WILL YOU MANAGE/ MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

Student learning will be primarily assessed via a 5,000 word reflective e-portfolio. The use of online fora such as discussion boards will constitute a formative assessment. Integral to assessment is community collaboration, students will be required to demonstrate proficiency in a community context. Thus the community partners will be involved in supporting the assessment process, through providing meaningful feedback on aspects of student learning related to their community based activities. In this regard, ongoing monitoring of students progress (both individuals and teams) will be managed through supervision / direct observation and real-time feedback (reflection in action). Weekly journal entries will allow for reflection on action, and serve as a means to monitor how things are going so that adjustments can be made along the way. The module has a strong emphasis on learning from reflection and practice. On successful completion of this module, students should be able to:

- Demonstrate an understanding of international theories and debates surrounding sustainable and environmental issues.
- Have an informed conversation about the impacts of the climate emergency and its effects on communities.
- Critically evaluate the role of youth and community work in promoting sustainable development and identify relevant sites of practice, both local and global.
- Apply sustainable and environmental principles to their professional youth and community work practice, in partnership with communities, agencies and service users.
- Apply a community engaged 'service-learning' approach to actively engage with a community partner(s) to collaboratively address a module related problem / challenge identified by the community.
- Demonstrate reflective practice and make connections across the academic and service-learning components of the module.
- -Develop intercultural competencies and graduate attributes of social responsibility and effective global citizenship.

11. IMPACT

*TAXONOMY DIMENSION #7
WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- No. of UCC staff & student hours committed
- No. of people in community impacted
- No. of community staff hours committed
- Qualitative impact on students and community via testimonials
- % increase in students CDC Competencies

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Increase in more research informed responsive policies and services
- Increase in community empowerment and action
- Qualitative increase in community understanding of societal challenges
- Qualitative increase in University, Local Government and NGO/CSO collaboration and engagement in addressing issues affecting citizens and communities
- Qualitative progress on SDGs (10), (11), (16), and (17)

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

Final reflection event and ceremony involving students and community partners.

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

Dissemination will occur via use of Canvas (the content platform for the module), publications, and through online seminars and engagement between staff and students of the module and cognate modules in the linked universities in Australia and Finland. The learning from the module will be presented at a UCC Seminar during UCC Community Week in October 2022. Communication and dissemination via Social Media channels includes Cork City Council, UNICORN and UCC Civic & Community Engagement. Dedicated webpages on the UCC Civic & Community Engagement website will be created, where a short video will communicate the goals of the module and its service activities.

14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)

The module will be delivered in Semester Two between January and March 2022 and each Semester Two after that.

15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)

One lecturer, one teaching room (if module is delivered in-class), access to Canvas and MS Teams for online teaching and engagement with colleagues and students overseas. Funding for final module event. There may be a need to reimburse some students for travel where required.

1. SERVICE-LEARNING PROJECT TITLE **CREATIVE EDUCATION WITH CHILDREN AND YOUNG PEOPLE – SERVICE-LEARNING**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

This community-engaged service-learning module partners with Cork City Council, Graffiti Theatre Company, UCC Civic & Community Engagement and UCC International Office. The module emphasises the development of UCC Graduate Attributes of social responsibility and effective global citizenship. It begins with a lecture series that will introduce Applied Drama & Theatre in social contexts including skills workshops in drama facilitation followed by engagement with the module's community partner, Graffiti Theatre Company. Via 'applied theatre', students will deepen their understanding of democratic concepts, learn about social justice, and examine the relevance of these topics in the local community. Applied theatre is an umbrella term, embracing a wide range of theatre practices that share an intentionality to provoke or shape social change. Augusto Boal's Theatre of the Oppressed for example, uses theatre as means of promoting social and political change through allowing the audience to take an active role in the creation of the show.

Students will engage in service-learning with Graffiti Theatre Company in a range of roles including delivery/development/researching theatre-based programmes. Graffiti have a range of services from Youth Theatre to Creative Writing, delivered to local and regional communities both onsite in Graffiti Theatre and in the communities directly. Students will engage with Graffiti practitioners in the delivery of services. In addition, students may engage with the Arts Office in Cork City Council, developing a wider awareness of Cork City's Arts Policies and initiatives and related challenges and issues. The module has a strong emphasis on learning from service, reflection and practice.

The module addresses SDGs (1), (4), (11), (16), and (17). The CDC competencies addressed in this module are (2) Valuing cultural diversity; (6) Civic-mindedness; (9) Tolerance of ambiguity; (11) Analytical and critical thinking skills; (13) Empathy; (16) Co-operation skills; (20B) Knowledge and critical understanding of culture, cultures, religions.

3. GENERAL DATA

| | |
|---|--|
| UNIVERSITY (NAME AND ADDRESS): | University College Cork |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | Fionn Woodhouse fionn.woodhouse@ucc.ie |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | Cork City Council and Graffiti Theatre Assumption Rd, Blackpool, Cork, T23 FDT4 |
| ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS): | Kieran O'Connell, Cork City Council; Niall Cleary Graffiti Theatre CEO; Julie O Leary Graffiti Theatre Youth Theatre Director. |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | 5 |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | Elective |

| | |
|---|--|
| <p>NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED:</p> <p><i>TAXONOMY DIMENSION #1 HOW MANY INTERNATIONAL STUDENTS CAN BE INVOLVED? IN WHAT WAYS? PLEASE PROVIDE INFORMATION ABOUT EUROPEAN/ INTERNATIONAL PROGRAMS/ AGREEMENTS THAT SUPPORT STUDENTS' MOBILITY (GRANTS, LOGISTICS, ETC)?</i></p> | <p>Max 18 students – Limited to 6 UNICORN registered students. Open to visiting American students. Language skills are developed as part of the course structure through working with young people in the community etc. UCC peer-mentoring scheme (buddy system) is available for UNICORN students. Disability support is available for Disability Service-registered students. UCC also has an International Student Society, which offers supports and a welcoming environment for incoming Erasmus students.</p> |
| <p>DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:</p> | <p>Open to Students from All Disciplines (Field of study Theatre, Applied Theatre) 021 Arts</p> |
| <p>PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):</p> <p><i>TAXONOMY DIMENSION #1 MOBILITY WILL BE FULLY OR PARTLY BLENDED/ ONLINE? WHICH ACTIVITIES ARE BLENDED/ ONLINE? WHEN ARE THEY SCHEDULED? HOW COULD THE USE OF TECHNOLOGY ENHANCE OR ADD VALUE TO THE PROJECT (PLANNING, IMPLEMENTATION, EVALUATION)?</i></p> | <p>In case of COVID-19 restrictions virtual classes and virtual service-learning will be possible with a focus on peer collaboration and research-based work.</p> |

| | |
|---|---|
| <p>4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</p> <p><i>TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</i></p> | <p>The primary lecturer, Fionn Woodhouse, has collaborated with Graffiti Theatre company for over 20 years in a range of community settings. The module has been developed in a reciprocal and collaborative manner with community partners - the Graffiti Theatre Company and Cork City Council. The module design and content was co-designed with the partners and is focussed on needs identified in the community by the partners. Academic staff and students will learn alongside the community partners in a reciprocal manner. The module provides an opportunity for deep engagement with the community partner and immersion in the local context.</p> |
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5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/ INTERNATIONAL DIMENSION?*

The main social issue or societal challenge to be addressed by the project is education & socio-economic disadvantage. These issues have been identified Graffiti Theatre. The Theatre has been providing access to high quality artistic and educational experiences to a range local and regional communities for over 30 years. It specifically engages with socio-economically disadvantaged young people, offering opportunities to learn differently and participate in their community. The specific needs identified are educational / learning and youth engagement and participation. Thus issues of inequality and social justice are explored via the service-learning experience. Connections to the European dimension will be explored through comparative learning and critical reflection, where intercultural dialogue - via facilitation and reflective practices - will nurture and encourage input from both international students and domestic students, particularly reflecting on socio-economic inequities in local to global contexts.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

The CDC competencies addressed in this module are (2)Valuing cultural diversity; (6)Civic-mindedness; (9) Tolerance of ambiguity; (11) Analytical and critical thinking skills; (13) Empathy; (16) Co-operation skills; (20B) Knowledge and critical understanding of culture, cultures, religions. These competences will be developed through the learning process as well as through the content of teaching. The competencies will be self-assessed at the start and end of the module.

Experiential learning will immerse students in reciprocal learning and understanding about the social issues identified in the community setting. Time and space for reflection and analysis will allow students to compare their own values and attitudes to those experienced in the community; developing their empathy, critical awareness and intercultural understanding. Reflections will be the basis for cooperatively engaging with others to take action.

Quality Education (Students and young people) SDG4; Reduced inequalities (SDG10); Sustainable Cities and Communities (SDG11); Peace justice and strong institutions (SDG16), Partnership for the goals (SDG17).

7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?*

Students will engage in service-learning activities with Graffiti Theatre Company in a range of roles including development/researching and delivery of applied theatre-based programmes. They will collaborate alongside professional theatre practitioners. In addition, students will engage with the Arts Office in Cork City Council, developing a wider awareness of Arts Policies, initiatives, and related challenges and issues. The module has a strong emphasis on learning from service, reflection and practice. Thus Students taking this service-learning module will be at once seamlessly engaged in theory and practice, holistically exploring academic/ theoretical underpinnings and their application in practice. Students community service is directly linked to both the academic field and the competences by their nature - as they engage in applied theatre practices that supports voice finding and representation in young people and their communities.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

*TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.*

Arts and Humanities
Theatre (ISCED 0215) (Applied Theatre & Drama)
Bachelors Degree Level 7/8

9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?*

Through the use of a learning journal and a reflective essay, Schön's (1983) reflection-in-action and reflection-on-action approach will involve students reflecting in real-time on their service activities and also completing post-service reflective activities. Importantly, reflection-for-action exercises (Killion and Todnem 1991; Grushka et al. 2005) will involve students in thinking about their future actions with the intention of improving or changing practices.

The role of the community partners are central to the reflective process. Students will be collaborating with experienced Theatre professionals, who are well placed to guide students and support the reflective process through individual dialogue and group based sharing and discussions. This collaborative process will help students critically reflect on their personal growth and development, and the process and effectiveness of their community activities. Reflection, guided by the Lecturer, will also be utilised to build connections across academic content (theory) and service (action), particularly nurturing critical thinking, analysis of social issues, and critical examination of the social and political context for the service-learning activities. Reflection will also allow students to compare their own values and attitudes to those experienced in the community; developing their empathy and intercultural understanding.

- Students will be required to complete a weekly learning journal entry
- A final reflective essay (selections from journal entries combined with an analytic narrative) will be submitted at the end of the module.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
 HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS?
 HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

The module is Continuous Assessment based, involving a Learning Journal and Reflective Essay. The CDC competencies specified for this module, as well as academic content (particularly theory) will provide a frame for the assessments. In addition to academic content, students will be required to demonstrate proficiency in a community context. Thus the community partners will be involved supporting the assessment process, through providing meaningful feedback on aspects of student learning related to their community based activities.

Ongoing monitoring of students progress (both individuals and teams) will be managed through supervision / direct observation and real-time feedback (reflection in action). Weekly journal entries will allow for reflection on action, and serves as a means to monitor how things are going so that adjustments can be made along the way.

11. IMPACT

*TAXONOMY DIMENSION #7
 WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- No. of UCC staff & student hours committed
- No. of people in community impacted
- No. of community staff hours committed
- Qualitative impact on students and community via testimonials
- % increase in students CDC Competencies

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Increase in more research informed responsive policies and services
- Increase in community empowerment and action
- Qualitative increase in community understanding of societal challenges
- Qualitative increase in University, Local Government and NGO/CSO collaboration and engagement in addressing issues affecting citizens and communities
- Qualitative progress on SDGs (10), (11), (16), and (17)

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

Reflection with participants and end of semester celebration

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

Communication and dissemination via Social Media channels, including Graffiti Theatre, Cork City Council, UNICORN and UCC Civic & Community Engagement. Dedicated webpages on the UCC Civic & Community Engagement website will be created, where a short video will communicate the goals of the module and its service activities.

The learning from the module will be presented at a UCC Seminar during UCC Community Week in October 2022.

14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)

Semester 2 (Jan 2022 – May 2022)

15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)

The module is facilitated by the Lecturer and Community Partners (Graffiti Theatre and Cork City Council). It requires refreshments for whole group facilitation meetings (e.g. tea/coffee/ biscuits). Some stipends for student travel to and from service-learning sites will be provided where required.



1. SERVICE-LEARNING PROJECT TITLE **TAS - TRANSLATION AS SERVICE**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

Tas - Translation as a service aims at developing and testing a flexible learning model which, by combining service-learning and professional simulation, develops civic awareness, strengthens ways of 'giving back to society', updates translation didactics with a holistic and situated approach based on the group of students, and promotes the acquisition of transversal professional competences and skills.

3. GENERAL DATA

UNIVERSITY (NAME AND ADDRESS):

Department of Interpreting and Translation - University of Bologna

PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS):

Silvia Bernardini - silvia.bernardini@unibo.it
Paolo Scampa - paolo.scampa@unibo.it
Gaia Ballerini - gaia.ballerini2@unibo.it

COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS):

Still I Rise
Via Adelaide Ristori 44,
00197 - Roma (RM)
info@stillirisengo.org

ORGANIZATIONAL TUTOR/SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS):

Vanessa Colonna

EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS):

3 ECTS academic year 2020-2021/2021-2022
5 ECTS academic year 2022-2023

COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC):

Elective for the academic years 2020-2021 and 2021-2022. Compulsory for the academic year 2022-2023.

NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED:

We plan to involve from 5 to 10 students.

*TAXONOMY DIMENSION #1
HOW MANY INTERNATIONAL STUDENTS
CAN BE INVOLVED? IN WHAT WAYS? PLEASE
PROVIDE INFORMATION ABOUT EUROPEAN/
INTERNATIONAL PROGRAMS/ AGREEMENTS
THAT SUPPORT STUDENTS' MOBILITY (GRANTS,
LOGISTICS, ETC)?*

DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:

02 Arts and Humanities
023 Language

PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):

*TAXONOMY DIMENSION #1
MOBILITY WILL BE FULLY OR PARTLY BLENDED/
ONLINE? WHICH ACTIVITIES ARE BLENDED/
ONLINE? WHEN ARE THEY SCHEDULED? HOW
COULD THE USE OF TECHNOLOGY ENHANCE
OR ADD VALUE TO THE PROJECT (PLANNING,
IMPLEMENTATION, EVALUATION)?*

The project type will depend on the evolution of the current health situation. Mobility will be fully online if there is no improvement. The same applies to DIT students. In the case of improvement, a face-to-face or blended modality is envisaged, otherwise the project will be developed on online activities.



4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?

*TAXONOMY DIMENSION #2
HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?*

Still I Rise is an international nonprofit organization (NPO) whose main aim is to provide education and protection to refugee and vulnerable children in the corners of the world that have become crossroads of major migration routes. Still I Rise opens education centres and high-quality international schools in emergency contexts. The nonprofit organization (NPO) is the first one in the world to offer the International Baccalaureate completely free of charge. The educational approach is twofold and it takes into account the people, the context and the content of the educational relationship, starting from the real needs of the community.

The method developed in the education centres is tailored to the complexity and instability of particular crisis contexts. It is emergency education and is based on an adaptable curriculum accompanied together with a response to basic needs such as nutrition, hygiene and child protection, while also providing psychosocial support.

Through its International Schools for Refugee and Disadvantaged Children, Still I Rise guarantees a high-level 7-year education, totally free of charge, which will lead students to get the IB diploma (International Baccalaureate) through one of the world's most prestigious educational pathways.

5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/ INTERNATIONAL DIMENSION?*

Taxonomy dimension #2

The main topic has been identified together with the NPO through virtual meetings. It is based on the need to give voice to refugee and vulnerable children's stories and needs in emergency contexts.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?*

Civic and cultural democratic competences to be improved and developed.

Values: valuing human rights as well as valuing cultural diversity.

Attitudes: openness to cultural otherness, world views and practices, respect and civic-mindedness will be taken into account.

Skills: autonomous learning skills, analytical and critical thinking skills, flexibility and adaptability, linguistic, communicative and plurilingual skills, co-operation skills.

Critical understanding: knowledge and critical understanding of the self, knowledge and critical understanding of language and communication.

From a disciplinary point of view students will have to develop competences linked to those professional skills required by the market (project management, translation, CAT tools skills, etc.).

Learning opportunities: teamwork, regular discussion with community supervisor.



7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?*

Students will collaborate with the NPO on translation and education. In the first case, students will help the NPO disseminate its activities and its students' stories by breaking language barriers and letting a wider audience access their world. In the second case, students will provide Still I Rise students with translation skills and knowledge through translation courses specifically developed for their reality. Most students speak marginalised languages or dialects. If language skills are combined with translation skills, such students could act as translators and help their community or family with the translation of information material (i.e. leaflets, posters) allowing access to important information even if they do not speak the main local language or English. At the same time, they might consider the practice of translation as a future career option.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

02 Arts and Humanities
023 Language

*TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.*

9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?*

The reflection activities will take place before, during and after each session and they will be guided by teaching tutors and/or community partner. Students will be offered the DEAL model for an effective reflection activity.

Before the experience: the team will meet to take stock of the situation, discuss knowledge and skills to be acquired in the S-L framework and in the academic field, talk about expectations, strengths and weaknesses.

During the experience: at the end of each daily activity students will have to keep an individual diary to critically reflect on the experience they have had that day. They will be asked to consider personal growth, civic engagement and academic enhancement categories.

After the activity: students will have to hand in an evaluation questionnaire on the acquired and implemented transversal/civic competences.



10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS?
HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

Formative assessment will take place through regular meetings with the teaching tutor and the teacher(s) involved. The reflection and self-assessment journals drawn up by the students according to the service-learning principles will be examined and discussed. In addition, the results achieved following the work plan will be monitored and new intermediate goals will be set.

Summative assessment will be characterised by the NPO's final evaluation through a specific satisfaction questionnaire concerning the whole team involved. Moreover, the summative assessment will include a portfolio of the activities carried out and a final report where students will specify the role played in the team and critically reflect on the civic and professional skills acquired.

Activities that can be evaluated by the community partner include: how students communicate with the partner and the project actors.

11. IMPACT

*TAXONOMY DIMENSION #7
WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- Community members
- University
- Scheduled interviews

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Community members
- Service users
- University
- Scheduled interviews

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

According to the evolution of the current health situation we would like to plan a final meeting to gather all the participants in the projects.

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

From an academic point of view we will disseminate the project achievements through specific papers. Moreover, one or more students will take on the role of social media managers in order to provide updates on the project through the DIT's social pages.

14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)

Semester 2 of academic year 2020-2021/2021-2022: from March 6th to April 24th - 8 weeks - 16 hours

Semester 2 of academic year 2022-2023: from February 21st to May 10th - 11 weeks - 30 hours

15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)

In order to carry out the project we expect to need:

1. From 10 to 15 MA students
2. 2 lecturers/senior lecturers/teaching tutors
3. Administrative staff
4. 2 computers (at least)
5. Computer aided translation tools and project management software licences
6. Adequate working space



1. SERVICE-LEARNING PROJECT TITLE “LA CHIMICA INCONTRA LA CITTÀ” - CHEMISTRY MEETS THE CITY

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

The idea is to engage STEM students (not only chemists) in projects in collaboration with CSAPSA2. CSAPSA2 organizes activities concerning the design and management of “personal services” in the socio-educational area and the management of prevention and reintegration services in social contexts for minors at risk of deviance, exclusion and unaccompanied foreign minors. In particular we have focused our attention in the project of educational and scholastic support for boys and girls in the age 11-18. The educators involved in the organization have mainly social-humanities background, fundamental for the target of the projects but sometimes they have difficulties in helping the preadolescents in scientific matters required in the homework.

In the first step, the STEM students will start to help in the homework to have an initial approach with the centres and pre-adolescents. Then the STEM student with the preadolescent will plan and prepare a dissemination experiment to be performed during the closing ceremony of the year of the centre. The project fulfils the need of the community to be up to date in scientific and technology subject, to be more critic respect to the fake news which most of them are related to scientific problem. On the other hand, the STEM students will be challenged into the dissemination of concepts which are often seen as hostile, promoting a userfriendly scientific culture. The experience should help the STEM students to enforce his/her civic responsibility for their future career.

3. GENERAL DATA

| | |
|---|---|
| UNIVERSITY (NAME AND ADDRESS): | Università di Bologna, Dipartimento di Chimica “G. Ciamician” via Selmi 2 - 40126 Bologna- Italia |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | Lucia Maini (Dipartimento di Chimica “G. Ciamician”) l.maini@unibo.it Giovanni Valenti (Dipartimento di Chimica “G. Ciamician”) g.valenti@unibo.it |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | CSAPSA 2 Via Marsala 30 – 40126 Bologna Tel. 051 230 449 – Fax. 051 231 440 info@csapsadue.it |
| ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO- EDUCATOR (NAME, EMAILS, CONTACTS): | Mario Nicoletti Nicoletti.mario@gmail.com |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | 3 |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | Elective |



| | |
|---|--|
| | |
| NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED: | 1-2 |
| <i>TAXONOMY DIMENSION #1 HOW MANY INTERNATIONAL STUDENTS CAN BE INVOLVED? IN WHAT WAYS? PLEASE PROVIDE INFORMATION ABOUT EUROPEAN/ INTERNATIONAL PROGRAMS/ AGREEMENTS THAT SUPPORT STUDENTS' MOBILITY (GRANTS, LOGISTICS, ETC)?</i> | |
| DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS: | STEM but can be open to all kind of students |
| PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL): | face-to-face |
| <i>TAXONOMY DIMENSION #1 MOBILITY WILL BE FULLY OR PARTLY BLENDED/ ONLINE? WHICH ACTIVITIES ARE BLENDED/ ONLINE? WHEN ARE THEY SCHEDULED? HOW COULD THE USE OF TECHNOLOGY ENHANCE OR ADD VALUE TO THE PROJECT (PLANNING, IMPLEMENTATION, EVALUATION)?</i> | |
| the service involves preadolescent guys which requires a face-to face | |
| the project will be held in the second semester | |

| | |
|---|---|
| | |
| 4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP? | <p>The partnership is starting this academic year with activation of the course “La chimica incontra la città”. The department is interested in increasing its role in the third mission.</p> <p>The community partner organization is interested to fulfil the gap in the scientific culture and to have a different approach with the preadolescent to the scientific culture</p> |
| <i>TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</i> | |



5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

TAXONOMY DIMENSION #2

WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)

TAXONOMY DIMENSION #1

HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/ INTERNATIONAL DIMENSION?

The preadolescents frequently do not understand the value of the scientific subjects. Often they find the subjects difficult and boring. The aim is to create a sensitivity in children to scientific language and knowledge by using a different approach to subjects that they find difficult and hostile. The aim is to broaden the educational horizon of boys and girls.

The scientific culture is international, and international students should have all the competences to help the preadolescents. In the same time the science will be the bridge between different cultures.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

TAXONOMY DIMENSION #4

WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?

Civic engagement, active role in social life, responsibility (also in the future in their career as scientist), empathy, co-cooperation skills, knowledge and critical understanding of language and communication.

The knowledge transfer to preadolescents that can be reluctant to understand science, requires an empathic and challenging approach.

Students will need to use all their disciplinary and non-disciplinary skills to build a bridge with pre-adolescents in order to address subjects and design a scientific experience with them.

7. SERVICE ACTIVITIES

TAXONOMY DIMENSION #3

WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?

Students start helping the preadolescent with the homework to get known each other.

then the pre-adolescent in collaboration with the student design an experiment to be performed at the party which is held in June at the end of center activities.

Students are going to exploit their academic discipline helping with the homework, then their knowledge will be fundamental to find a suitable experiment. The project requires sense of responsibility, problem solving attitude, planning capacity, collaborative attitude.

Students will be active players in the transfer of their knowledge, reversing the dynamics that occur in university classrooms, where they find themselves passive spectators.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

TAXONOMY DIMENSION #3

SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.

05 Natural sciences, mathematics and statistics



9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS
WILL BE IMPLEMENTED TO SUPPORT STUDENTS'
REFLECTION? HOW WILL STUDENTS REFLECT ON
THEIR DISCIPLINE-BASED LEARNING THROUGH
SERVICE? HOW WILL STUDENTS REFLECT
ON THEIR CIVIC AND CULTURAL DEMOCRATIC
LEARNING THROUGH SERVICE? HOW WILL
STUDENTS REFLECT ON THEIR PERSONAL
GROWTH THROUGH SERVICE? (PLEASE PROVIDE
A SHORT DESCRIPTION OF THE REFLECTION
ASSIGNMENTS PLANNED.) WHEN WILL
REFLECTION OCCUR? (WHEN ARE THE DIFFERENT
REFLECTION ASSIGNMENTS DUE? WHERE THEY
WILL TAKE PLACE? HOW OFTEN?) WHO WILL
PARTICIPATE IN THE REFLECTION PROCESS?
(WHAT IS THE ROLE OF COMMUNITY PARTNERS
IN THE REFLECTION PROCESS? WHAT IS THE
ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT
PROMPTS WILL BE USED TO SUPPORT ALL THREE
DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-
BASED LEARNING; CIVIC AND CULTURAL
DEMOCRATIC LEARNING; PERSONAL GROWTH?*

Students should write a diary, taking notes of each meeting with the preadolescents. To help the student in his/her reflection process, questions and suggestion of reflection will be given.

A meeting with the educator and the students will be done during the service to check the situation. The reflection moment will be done with the educators and the academic staff.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING
DURING THE PROJECT (FORMATIVE ASSESSMENT)
AND AT THE END OF THE PROJECT (SUMMATIVE
ASSESSMENT)? HOW DO YOU INCLUDE
COMMUNITY PARTNERS IN THE ASSESSMENT?
WHICH ACTIVITIES CAN BE EVALUATED BY
COMMUNITY PARTNERS?
HOW WILL YOU MANAGE/MONITOR STUDENTS'
PROGRESS (BOTH INDIVIDUALS AND TEAMS)
THROUGHOUT THE PROJECT? WHAT TOOLS AND
STRATEGIES WILL BE USED TO MONITOR HOW
THINGS ARE GOING SO THAT ADJUSTMENTS CAN
BE MADE ALONG THE WAY?*

The learning assessment will be evaluated by the diary and by the recording of a short video of the experiment performed with the student.

The project will be monitored with the help of the educators during the design, implementation and verification of the scientific experiment.

The diary should help the student to focus on his/her personal growth, while the experiment project should help the student to be an active player with his/her discipline competences.

11. IMPACT

*TAXONOMY DIMENSION #7
WHAT IS THE COMMUNITY IMPACT THAT YOU
HOPE/EXPECT TO ACHIEVE? WITH WHOM
(E.G., SERVICE USERS, COMMUNITY MEMBERS,
COMMUNITY ORGANIZATIONS, LOCAL
ADMINISTRATION) WILL YOU AND YOUR STUDENTS
SHARE THE RESULTS/IMPACT OF YOUR PROJECT?
(WHAT ARE THE INTERESTS OF THE DIFFERENT
ACTORS INVOLVED IN THE PROJECT?) HOW DO
YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE
THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU
WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- number of preadolescent involved
- experiment performed in the final party

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- strengthen the University involvement in the community life
- widening the cultural horizons of pre-adolescent
- improve the critical thinking of the pre-adolescent

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

The experiments will be performed by the students and pre-adolescent at the conclusion party of the center (June)

we are thinking to upload the recoded video in the Department webpage

30 hours in the second academic semester (march-june)
6 introductory hours on the service-learning method, soft skills and the centres' proposals.

20 hours at the centres. The course at the centres is divided into three stages: 1) meeting with the educator to train the student, 2) getting to know the children through homework help or similar (only by putting one's own skills into play and doing something together does a real process of getting to know each other begin), 3) planning and carrying out ad hoc activities with the preadolescent (small groups: 1 UNIBO student with 2-3 boys/girls max). The project to be carried out together with the students will be chosen according to the interests and topics dealt with.

4 final hours for the return of the activities carried out and final reflections.

The project is a pilot project. Up to know several professors are involved with different competences. We would like to have at least 10-15 students but right now only 3 students have chosen this course. The SL will be performed in the CAV (centro anni verdi) which works with preadolescents.



1. SERVICE-LEARNING PROJECT TITLE **REFLECTING DIVERSITY**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

This SL project proposal involves the Immigration and Social and Housing Mediation Services managed by ASP Cesena Valle Savio (henceforward ASP). Among the Immigration Services, in particular, it involves: the first level of accommodation services for international and complementary protection seekers CAS (Extraordinary Reception Centres); the second level of accommodation services for international and complementary protection seekers and beneficiaries Integration and Accommodation System SAI (former SIMPROIMI/SPRAR); the Services for Integration and Autonomy of TCN (Third Country Nationals) outgoing the accommodation systems. Main recipients of these Services are International and Complementary Protection Seekers and beneficiaries, Foreign and Italian Citizens who live in one or more socially disadvantaged condition, especially related to economic, housing, linguistic and educational disadvantage. Beside disadvantaged conditions, the targets are often characterized by other elements of vulnerability (health problems, posttraumatic stress disorder, mental fragility,...). According to the Services and relative targets involved, the SL project aims to address the issues of social exclusion, migrants integration and inclusion, intercultural and gender approach, personal empowerment. ASP social operators of the Immigration and Social and Housing Mediation Services provide specific assistance and support, structured on different levels, to the recipients. From one side activities are earmarked to provide direct material assistance (accommodation, clothing, food and other necessity goods), from the other side are designed for providing personalized support in the following areas: legal, health and social protection; access to public offices; language literacy; vocational education; housing and labour market inclusion. The methodological frame of the social interventions and actions consists in five key phases: needs assessment; evaluation of the personal situation, strenght and critical aspects; intervention planning and implementation (coordination with the working group and the local Services net); critical observation and evaluation of the results; eventual review of the interventions. The implementation of all the activities requires flexibility, knowledge of the context, attention to the relationship with the recipients and adoption of an intercultural and gender approach defined on the basis of the specific situation. SL national and international students will participate in all the phases of the social interventions and actions, guided and supervised by the tutors identified for each service involved. Emphasis will be given to the active contribution of the students in order to favour the circular sharing of knowledges and academic and working backgrounds, to improve the civic and democratic competencies of the participants and to promote the reciprocal capitalization of the experiences.

3. GENERAL DATA

| | |
|--|--|
| UNIVERSITY (NAME AND ADDRESS): | University of Bologna |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | Antonella Guarino & Cinzia Albanesi Contact person: antonella.guarino2@unibo.it |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | AZIENDA PUBBLICA DI SERVIZI ALLA PERSONA (ASP) DEL DISTRETTO CESENA VALLE SAVIO progettazione@aspcesenavallesavio.eu Via Dandini 7, 47521 Cesena (FC) - Italy |
| ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO-EDUCATOR (NAME, EMAILS, CONTACTS): | Organizational tutors: Elisa Nardelli - Alessandro Buniato - Carlotta Severi progettazione@aspcesenavallesavio.eu |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | 4 |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | Elective |



NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED:

2 national students and 3 international students.

*TAXONOMY DIMENSION #1
HOW MANY INTERNATIONAL STUDENTS
CAN BE INVOLVED? IN WHAT WAYS? PLEASE
PROVIDE INFORMATION ABOUT EUROPEAN/
INTERNATIONAL PROGRAMS/ AGREEMENTS
THAT SUPPORT STUDENTS' MOBILITY (GRANTS,
LOGISTICS, ETC)?*

DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS:

031 Social and Behavioural Sciences (open to 021 Arts and Humanities 092 Welfare)

PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL):

*TAXONOMY DIMENSION #1
MOBILITY WILL BE FULLY OR PARTLY BLENDED/
ONLINE? WHICH ACTIVITIES ARE BLENDED/
ONLINE? WHEN ARE THEY SCHEDULED? HOW
COULD THE USE OF TECHNOLOGY ENHANCE
OR ADD VALUE TO THE PROJECT (PLANNING,
IMPLEMENTATION, EVALUATION)?*

The project could be blended, as follows:

Online activities:

- MOOC for an introduction to the community partner and its services and to the methodological framework; final evaluation of the activities, sharing of suggestions and proposals, strategies for the reciprocal capitalization of the experience.

On-site activities:

- participation in the daily activities of the services involved (field work - learning by doing).

According to the regional and national regulation related to the pandemic emergency, the plan could be revised in order to foresee more activities online.

4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?

*TAXONOMY DIMENSION #2
HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS
WERE FOLLOWED IN BUILDING AND MAINTAINING
THE PARTNERSHIP? WHAT ARE THE RECIPROCAL
BENEFITS OF BEING IN THIS PARTNERSHIP?*

The partnership between ASP and the Department of Psychology of the University of Bologna for service-learning projects started in 2016 in the frame of Erasmus + “Europe Engage” project.

The first service-learning lab welcomed 30 students in 5 different services (harm reduction, health promotion, accommodation system for international protection seekers and refugees, social and housing mediation, homeless road unit). Since then, the community-university partnership (CUP) flourished, doubling the number of involved students. The CUP is based on reciprocal trust and benefits reported by both sides (community partner's employees, university students and scholars).

For ASP's social operators, one of the most valuable benefits, was the opportunity to reflect on the organizational processes, either in terms of methodology and operational scope, with university students. Indeed, services have benefited from innovative ideas and approaches coming from students, in line with current social changes. Students could enrich their perspective on the role of future psychologists and social workers, adapting the point of views to the local contexts they have experienced.



5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL
ISSUE TO BE ADDRESSED
BY YOUR PROJECT?
HOW DID YOU CHOOSE
THE ISSUE/TOPIC/
IDEA? (WHICH NEEDS
HAVE BEEN IDENTIFIED
RELATED TO THE TOPIC?
ARE THERE ISSUES OF
INEQUALITY OR CULTURAL
DIVERSITY THAT REQUIRE
PROJECT ATTENTION?
WHO IDENTIFIED THE
NEEDS? THROUGH WHAT
PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE
CONNECTIONS BETWEEN
THE LOCAL SOCIAL ISSUES
AND THE EUROPEAN/
INTERNATIONAL
DIMENSION?*

The project aims to address the issues of social exclusion, migrants integration and inclusion, intercultural and gender approach, personal empowerment, since they represent the main challenges and matters around which building the social actions of the operators of the Services involved. The targets of the Services involved (First and Second Level of Accommodation Services for International and Complementary Protection Seekers and Beneficiaries CAS/SAI, Integration and Autonomy of TCN Service, Social and Housing Mediation Service) belong to two main categories: TCN hosted or outgoing the accommodation system and residing citizens, either Italians and Foreigners, followed by Local Social Services. Each of these categories of recipients, is characterized by particular needs, among which some are transversal, some are strictly related to the specificities of the category they belong to. Transversal needs can be linked to the following intervention areas: legal protection; health protection; social protection; vocational education and training; labour market and housing inclusion, personal empowerment. Specifically related to Foreign citizens, are the needs linked to: learning and strengthening the linguistic competencies, intercultural intergration, fair access to the services, regaining a social identity within the hosting community. In order to respond and satisfy the specific needs of the different recipients, ASP social operators provide individualized assistance, expressly tailored on the basis of the results of the needs assessment and the following evaluation of the personal situation phase. In all the activities carried out by social operators, particular attention is given to the adoption of a proper gender approach, that takes into account the cultural diversities. Since the social issues represented are common to the social work, without substantial differences from one country to the other, while the differences are more related to the different strategies adopted by each EU country to tackle them, the European dimension of the project is guaranteed by the opportunity to get reciprocal inspiration, through the exchange among national and international students and community partner, to improve the activities at local level and providing students a significant background that can be transfered once back to their countries.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/ OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND
CULTURAL DEMOCRATIC
COMPETENCIES (CDC
FRAMEWORK: VALUES,
SKILLS, ATTITUDES, AND
KNOWLEDGE AND CRITICAL
UNDERSTANDING) CAN
BE IMPROVED AND
DEVELOPED THROUGH
THE PROJECT? HOW*

*WILL YOU LINK CIVIC AND
CULTURAL DEMOCRATIC
COMPETENCIES WITH THE
SOCIAL ISSUES RAISED
IN YOUR COMMUNITY?
WHAT DISCIPLINARY
AND NON-DISCIPLINARY
KNOWLEDGE AND SKILLS
WILL STUDENTS NEED TO
DEVELOP/PRACTICE TO
SUCCESSFULLY COMPLETE
THEIR WORK? WHAT
LEARNING OPPORTUNITIES
AND RESOURCES WILL
YOU NEED TO PROVIDE SO
THEY CAN ACQUIRE THIS
NECESSARY KNOWLEDGE
AND EXPERTISE?*

Referring to the CDC development goal, central importance will be given to the improvement of the capacity of valuing human dignity, cultural and gender diversity as a whole since such values represent a cornerstone for the social operators of the Services involved.

Through the direct and active participation in the social actions and interventions, students will have the opportunity to develop and enhance transversal skills like empathy, flexibility and adaptability, cooperation spirit, intercultural and gender oriented communication. Adopting a learning by doing method and approach, students will increase their knowledge and critical understanding of different cultures and welfare policies at national and local level, developing an attitude of openness and wide worldview.



7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL
THE PROJECT TAKE TO ADDRESS
THE SOCIAL ISSUES IDENTIFIED?
HOW IS THIS ACTION RELATED
TO THE FIELD OR ACADEMIC
DISCIPLINE? WHAT KNOWLEDGE
DO STUDENTS NEED TO HAVE TO
ADDRESS THE SOCIAL ISSUES?
HOW ARE THE COMMUNITY
SERVICE ACTIVITIES LINKED TO
THE THEORETICAL, CONCEPTUAL
AND METHODOLOGICAL
FRAMEWORKS OF THE FIELD OR
ACADEMIC DISCIPLINE? HOW
ARE THE COMMUNITY SERVICE
ACTIVITIES LINKED TO THE
THEORETICAL, CONCEPTUAL AND
METHODOLOGICAL FRAMEWORKS
OF THE CIVIC AND DEMOCRATIC
COMPETENCES?*

The project consists in three main phases, which can be adapted on the basis of the specific interests and academic backgrounds of the students and the current needs of the Services involved.

Students will have the opportunity to experience and apply the methods and tools of social work and community psychology (including the intervention/action-research approach).

I PHASE – WELCOME, ORIENTATION AND BASIC TRAINING

- Preliminary knowledge and understanding of the local context; welcoming tour around Cesena to explore the significant places and provide a map of the relevant Services of the city.
- Students team building to create a group in which national students will support international students, introducing them to the Italian culture relevant aspects and the local peculiarities.
- What is Asp and what is doing (which are the Services directly managed by the Company and the areas of intervention); The Local Net of Social Services; Methodological approach and working tools of the Services involved (Immigration and Social and Housing Mediation Services).

II PHASE – DIRECT COLLABORATION WITH THE SOCIAL OPERATORS OF THE SERVICES INVOLVED (LEARNING BY DOING)

- In -depth training with a focus on the specificities of each Service: theoretical and normative frameworks; organization of the working groups and their activities; specific working tools, methodologies, strategies and recipients; vulnerability assessment and specific assistance.
- Participation in the daily activities of the Services, with the guidance and supervision of the social operators, and in other relevant activities expressly defined with and for the students.

Activities in which students could be engaged:

- Participation in International and Complementary Protection Seekers and Beneficiaries home visits for providing necessity goods and/or other kind of support required.
- Participation in the needs assessment phase – guided interviews with recipients.
- Participation in social interventions planning and implementation
- Accompanying of the recipients to the Local Services (health services, job agencies, ...)
- Organization of recreational activities for recipients.
- Identifying a need or a critical aspect (for Services, operators or recipients) for which students can act as change agents. Once the problem will be identified, tutors and University staff will support students in directacting the critical reasoning in order to find new solutions/tools to address it.

III PHASE – REFLECTION AND EXPERIENCE FEEDBACK

Evaluation and reflection on the activities carried out (what students have learnt about social action and interventions in the field of Immigration and Social and Housing Mediation; what worked well and what didn't); sharing of suggestions and proposals to improve the quality and efficiency of the Services; identifying strategies for the reciprocal capitalization of the SL experience.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

*TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR
CURRICULAR AREAS IN WHICH THE
SL PROJECT IS BASED.*

031 Social and Behavioural Sciences

Social and Community Psychology: Participatory approach (PAR), qualitative and quantitative methods, creative methods, psychosocial interventions.



9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS
WILL BE IMPLEMENTED TO SUPPORT
STUDENTS' REFLECTION? HOW WILL
STUDENTS REFLECT ON THEIR DISCIPLINE-
BASED LEARNING THROUGH SERVICE? HOW
WILL STUDENTS REFLECT ON THEIR CIVIC
AND CULTURAL DEMOCRATIC LEARNING
THROUGH SERVICE? HOW WILL STUDENTS
REFLECT ON THEIR PERSONAL GROWTH
THROUGH SERVICE? (PLEASE PROVIDE A
SHORT DESCRIPTION OF THE REFLECTION
ASSIGNMENTS PLANNED.) WHEN WILL
REFLECTION OCCUR? (WHEN ARE THE
DIFFERENT REFLECTION ASSIGNMENTS DUE?
WHERE THEY WILL TAKE PLACE? HOW OFTEN?)
WHO WILL PARTICIPATE IN THE REFLECTION
PROCESS? (WHAT IS THE ROLE OF COMMUNITY
PARTNERS IN THE REFLECTION PROCESS?
WHAT IS THE ROLE OF THE ACADEMICS/
INSTRUCTORS?) WHAT PROMPTS WILL BE
USED TO SUPPORT ALL THREE DIMENSIONS
OF STUDENT LEARNING: DISCIPLINE-BASED
LEARNING; CIVIC AND CULTURAL DEMOCRATIC
LEARNING; PERSONAL GROWTH?*

Reflection process will be held in different phases of SL activities. Community partner tutors and students will fill in a daily journal about the activities and compare the different and emerging points of view. A guided structure of the daily journal will support students to link their experience to the theoretical concepts. Daily activities and potential related risks and opportunities, images or photographs from daily activities will be used as prompts and will help students to contextualize their service experience and their possible contribution. Group discussions among students and tutors, tutors and professors, professors and students will support a triangulation and a process of knowledge co-construction and the experience reflection of all the actors involved. Particular attention will be given to the activities that emphasize civic and democratic competences and that can be identified as critical incidents for students. According to the critical incident technique, students and tutors will have a reflection and discussion moment on a daily basis to share emotions, perceptions, feelings and proposals related to the activities carried out. This moment will represent an occasion to deepen the different perspectives on the social issues faced, analysing the variety of approaches in the EU countries and possible ideas of change.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING
DURING THE PROJECT (FORMATIVE
ASSESSMENT) AND AT THE END OF THE
PROJECT (SUMMATIVE ASSESSMENT)? HOW
DO YOU INCLUDE COMMUNITY PARTNERS IN
THE ASSESSMENT? WHICH ACTIVITIES CAN BE
EVALUATED BY COMMUNITY PARTNERS?
HOW WILL YOU MANAGE/MONITOR STUDENTS'
PROGRESS (BOTH INDIVIDUALS AND TEAMS)
THROUGHOUT THE PROJECT? WHAT
TOOLS AND STRATEGIES WILL BE USED TO
MONITOR HOW THINGS ARE GOING SO THAT
ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

Continuous assessment will be carried out by University staff and tutors.

PRE: questionnaire to collect students expectations and competences.

DURING: fulfilment of a daily reflective journal by students and tutors. Use of visual material (images, pictures, videos...) to support and direct the reflection process on the Services experience.

POST: questionnaire, final written report, visual report.

11. IMPACT

*TAXONOMY DIMENSION #7
WHAT IS THE COMMUNITY IMPACT THAT
YOU HOPE/EXPECT TO ACHIEVE? WITH
WHOM (E.G., SERVICE USERS, COMMUNITY
MEMBERS, COMMUNITY ORGANIZATIONS,
LOCAL ADMINISTRATION) WILL YOU AND YOUR
STUDENTS SHARE THE RESULTS/IMPACT OF
YOUR PROJECT? (WHAT ARE THE INTERESTS
OF THE DIFFERENT ACTORS INVOLVED IN THE
PROJECT?) HOW DO YOU PLAN TO EVALUATE
THE IMPACT? (WHAT ARE THE SPECIFIC
INDICATORS OR OUTPUTS THAT YOU WILL
TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- Services/operators: updated and enhanced working tools and methodological approaches
- Recipients: higher satisfaction toward Services
- Students: increased knowledge of social work and applied community psychology. Improved cultural democratic competencies.

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- ASP and UNIBO partnership strengthened

- Organization of a Community SL final event with the participation of local authorities and open to all citizens to celebrate the experience of the students and their active participation in the Community life (if the pandemic emergency will not allow, an online event will be organized).
- During the Community SL final event a certificate of attendance will be given to the students.

Social media promotion, University magazine, local newspapers and local TV news.

Video material, photo exhibition.

Community final event, with local municipality and ASP services workers.

1/2 scientific papers; 1/2 presentations at national and international congresses.

First Semester: October 2021 January 2022

Community organization staff:
3 dedicated tutors + 1 reference person for each service involved.

University staff: 3 members

[illegible]

1. SERVICE-LEARNING PROJECT TITLE **LEARNING TO CARE WHILE SERVING THE COMMUNITY**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

Elective course with external practices, based on the “service-learning” methodology, that would integrate students from the three degrees taught in the Faculty of Nursing, Physiotherapy and Podiatry.

It offers the students the possibility of learning through their involvement in the service to the community, participating in projects that will be developed in collaboration with population groups or public institutions. That will allow students to acquire skills and improve learning in real environments, while doing community service. It is a teaching strategy based on experience and social responsibility.

This course might allow the students to understand the usefulness of the learned knowledge for improving the quality of life in society, addressing new challenges, and motivating students’ social commitment.

3. GENERAL DATA

UNIVERSITY (NAME AND ADDRESS): Faculty of Nursing, Physiotherapy and Podiatry (Cpmplutense University). Plaza Ramón y Cajal s/n. Ciudad Universitaria. 28040-Madrid (Spain)

PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS):

María Teresa Angulo, MD, PhD.
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Tel: 34-913941224

Ana Alvarez Méndez, MD, PhD
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Tel: 34-913942254

Carmen Martínez, PharmG, PhD
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Tel: 34-913941524

Faculty of of Nursing, Physiotherapy and Podiatry (Cpmplutense University). Plaza Ramón y Cajal s/n. Ciudad Universitaria. 28040-Madrid (Spain)

COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS):

Centers for Attention to Drug Addictions (Madrid City Council)
Beatriz Mesías Pérez
Subdirectora General de Adicciones
mesiaspb@madrid.es

Asociación “Camino Alto de San Isidro”
Group of muslim women.
Responsable: Maria Galvez Davila
tel: 684432707

Mar Cruz Mora
Coslada City Council
Tel. 91.627.82.00 Ext. 2341
e-mail: piv@ayto-coslada.es

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| ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO- EDUCATOR (NAME, EMAILS, CONTACTS): | <p>Centers for Attention to Drug Addictions (Madrid City Council) Beatriz Mesías Pérez Subdirectora General de Adicciones mesiaspb@madrid.es</p> <p>Asociación “Camino Alto de San Isidro” Group of muslim women. Responsable: Maria Galvez Davila tel: 684432707</p> <p>Mar Cruz Mora Coslada City Council Tel. 91.627.82.00 Ext. 2341 e-mail: piv@ayto-coslada.es</p> |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | <p>3 ECTS</p> |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | <p>Elective</p> |
| NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED: | <p>30 students per year are involved; 2 or 3 could be international students.</p> <p><i>TAXONOMY DIMENSION #1 HOW MANY INTERNATIONAL STUDENTS CAN BE INVOLVED? IN WHAT WAYS? PLEASE PROVIDE INFORMATION ABOUT EUROPEAN/ INTERNATIONAL PROGRAMS/ AGREEMENTS THAT SUPPORT STUDENTS' MOBILITY (GRANTS, LOGISTICS, ETC)?</i></p> <p>European Programs: https://www.ucm.es/programas-europeos</p> <p>ERASMUS + https://www.ucm.es/erasmus-plus-internacional-1</p> |
| DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS: | <p>018 (Education) and 09 (Health and Welfare)</p> |

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| PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL): | <p>Full mobility. Face-to-face methodology with virtual support.</p> <p>The schedule: The course will take place in the first semester of the course: a total of a 75 hours articulated in classroom and service activities (22.5 hours) and e-learning (52.5 hours) .</p> <p>Virtual campus and TICs, are used to plan, discuss between groups and make the final evaluation possible.</p> |
| <p><i>TAXONOMY DIMENSION #1 MOBILITY WILL BE FULLY OR PARTLY BLENDED/ ONLINE? WHICH ACTIVITIES ARE BLENDED/ ONLINE? WHEN ARE THEY SCHEDULED? HOW COULD THE USE OF TECHNOLOGY ENHANCE OR ADD VALUE TO THE PROJECT (PLANNING, IMPLEMENTATION, EVALUATION)?</i></p> <p>4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</p> <p><i>TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?</i></p> | <p>The collaboration with the Office of Projects of the Madrid City Council, and with different municipal areas, including the Health area, resulted in the start of a project, during the academic year 2017-2018, at the Elderly Center “La Vaguada ”From the Municipal Board of the Fuencarral-El Pardo District and at the Drug Addiction Service Center of the Arganzuela district, to promote habits and health care for the wellbeing of individuals. The collaboration continues until now with the last center.</p> <p>With the help of motivated and interested people in service-learning, we have been able to expand our field of action to neighborhood organizations working with a group of Muslim women, training First Aid and promoting women’s health care at different stages of life.</p> <p>Enriching the multidisciplinary program of the elective course, we established a new partnership agreement with the City Council of Coslada. We have started working with secondary schools of the municipality, participating in a health science training program (Covid-19 information and prevention and, First Aid-cardiopulmonary resuscitation)</p> |

5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT?
HOW DID YOU CHOOSE THE ISSUE/
TOPIC/IDEA? (WHICH NEEDS HAVE BEEN
IDENTIFIED RELATED TO THE TOPIC?
ARE THERE ISSUES OF INEQUALITY OR
CULTURAL DIVERSITY THAT REQUIRE
PROJECT ATTENTION? WHO IDENTIFIED
THE NEEDS? THROUGH WHAT
PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS
BETWEEN THE LOCAL SOCIAL ISSUES
AND THE EUROPEAN/INTERNATIONAL
DIMENSION?*

Promoting health habits and care for the wellbeing of individuals, families and communities.

Being a faculty with three different degrees in health sciences, the area of health care was proposed. This area covers different problems that could be evaluated from the different points of view of the professionals trained in the faculty. Each specialty can contribute with its knowledge to meet the needs of the community, working in a multidisciplinary team.

Depending on the population group or community, different health issues arise. We have worked with a group of culturally diverse Muslim women.

Needs are identified collectively, in meetings held between the community and students and those responsible for the subject. Sometimes the communities themselves request the service.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/ OUTCOMES

*TAXONOMY DIMENSION #4
WHICH CIVIC AND CULTURAL
DEMOCRATIC COMPETENCIES (CDC
FRAMEWORK: VALUES, SKILLS,
ATTITUDES, AND KNOWLEDGE AND
CRITICAL UNDERSTANDING) CAN BE
IMPROVED AND DEVELOPED THROUGH
THE PROJECT? HOW WILL YOU LINK
CIVIC AND CULTURAL DEMOCRATIC
COMPETENCIES WITH THE SOCIAL
ISSUES RAISED IN YOUR COMMUNITY?
WHAT DISCIPLINARY AND NON-
DISCIPLINARY KNOWLEDGE AND SKILLS
WILL STUDENTS NEED TO DEVELOP/
PRACTICE TO SUCCESSFULLY COMPLETE
THEIR WORK? WHAT LEARNING
OPPORTUNITIES AND RESOURCES WILL
YOU NEED TO PROVIDE SO THEY CAN
ACQUIRE THIS NECESSARY KNOWLEDGE
AND EXPERTISE?*

OBJECTIVES:

- To stimulate active and critical culture in the students who attend the course.
- To support students' acquisition of reflective and self-reflective skills, and recognition of their own and other values.
- To develop teamwork skills and solve problems in a non-habitual social environment.
- To foster personal development, generating skills for interaction and consensus building.
- To strengthen the values of solidarity, justice, and social commitment.
- To improve academic training including social responsibility, identification of problems, action and reflection.
- To promote health habits and care for the wellbeing of individuals, families, and communities.

LEARNING OUTCOMES:

Once the course is completed, students will be able to:

- Propose and collaborate in health promotion initiatives in interdisciplinary contexts.
- Learn social responsibility, identification of problems, reflection and development of critical thinking.
- Perform a comprehensive and systematic assessment of the health care needs of a group or community, formulate, the plan of the intervention to be carry out in collaboration with the people served.
- Develop the plan of intervention and, evaluate the progress made in achieving the expected results, in collaboration with the people served.
- Use evaluation to assess the final result and improve, if necessary, the established care plan.

7. SERVICE ACTIVITIES

*TAXONOMY DIMENSION #3
WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?*

The social problems identified are related to health care, so the actions to be carried out are relevant for the three degrees (Nursing, Physiotherapy and Podiatry).

Students must be enrolled in one of the three degrees, in their third year. Thus, community service activities are linked to the theoretical, conceptual, and methodological frameworks of the academic field or discipline that they should already know.

Propose and collaborate in health promotion initiatives in interdisciplinary contexts.

- Learn social responsibility, identification of problems, reflection and development of critical thinking.
- Perform a comprehensive and systematic assessment of the health care needs of a group or community, formulate, the plan of the intervention to be carry out in collaboration with the people served.
- Develop the plan of intervention and evaluate the progress made in achieving the expected results, in collaboration with the people served.
- Use evaluation to assess the final result and improve, if necessary, the established care plan.

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

*TAXONOMY DIMENSION #3
SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.*

018 (Education)

091 (Health)

092 (Welfare)

9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?*

The classroom activities will be implemented with workshops on Ethics and Values, to improve the reflection capacity of students. In addition, reflection is continuously encouraged in the tutorials and in the meetings that the teaching staff have with the students after the visits to the population groups with which they will work.

Students must write a Final Report, which they must deliver at the end of the intervention/service, and which is part of the final grade for the elective course. They have to reflect on their learning and the health care competencies they developed. Students report their experience and personal growth during the service.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS? HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

FORMATIVE ASSESSMENT:

- Civic mission of the university. Education in values and ethics.
- Service-learning methodology.
- Diagnosis of socio-sanitary needs.
- Strategies of group and multidisciplinary work in the socio-sanitary necessities.
- Use of Communication and information techniques (TICs)

Community partners are invited to participate at the beginning of the evaluation, maintaining the relationship during the process at their own pace, and participating in the evaluation of the group intervention at the end of the intervention.

The student's progress (both individual and as a group) is evaluated through continuous meetings with the groups and/or the whole classroom to share and discuss the evolution of the design and implementation of the project. This leads to modifications and improvements in the interventions before they are carried out.

11. IMPACT

*TAXONOMY DIMENSION #7
WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- Understand the importance of the health education of health professionals, as well as the commitment and benefit to the individual and the community. Increase students' commitment to address health problems in local population groups. Improve the knowledge of the most disadvantaged community on health and care issues
- With other students through End-of-Degree Projects, with student congresses and with organizations that attend SL events
- The impact will be assessed by evaluating the satisfaction of the students with the methodology and with the organizations involved

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Improvement of the health and care status of the population group that has benefited from the servicewidening the cultural horizons of pre-adolescent
- Investigating in S-L methodology in Master and / or Doctorate (for students)

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

The results of the intervention carried out in the community are evaluated and the "award" is the final grade for the subject. In addition, a final party-meeting is held in which all the parties involved in the project participate.

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

It is carried out through the different conferences and congresses that are held on service-learning methodology special events – conferences and congresses. Publications. Dissemination through social media.

**14. CALENDAR
(SEMESTER, DURATION,
TIMELINE OF THE
PROJECT ACTIVITIES)**

This elective course runs in the first semester – September to January (as per academic calendar) Face-to-face Classroom activities and service:

- 4 hours of visits and meetings with the intervention group
- 6.5 hours of periodic seminars/workshops (discussion, design, and schedule of the service to be carried out) plus online didactic support activities.
- 12 hours of Community service activities in the different projects planned (intervention with the population, social entities, associations etc.).

Individual or group activities related to service:

- 10 hours for basic knowledge of the methodology and development of service-learning.
- 32.5 hours for the designed activities, elaboration of the intervention plan, organization and registration of activities, individual and/or teamwork.
- 10 hours of preparation for the final student's report.

**15. HUMAN AND MATERIAL
RESOURCES NEEDED
TO CARRY OUT THE
PROJECT (TEACHERS,
ADMINISTRATIVE STAFF,
STUDENTS, TEACHING
RESOURCES, FURNITURE,
ETC.)**

In addition to interested students, motivated teachers who are trained in the methodology of SL, are needed. Three professors from the faculty and collaborating tutors (former students of the subject) alumni and other collaborators are also needed. Administrative staff are needed to support, coordinate, and serve as contact with institutions or population groups at risk of exclusion or with specific needs that the university can care of. The recently created service-learning Office of the Complutense University UCM will favour the maintenance of established relationships between higher education institutions and community organizations, expanding the offer and promoting the creation of a solid network of sustainable and multidisciplinary associations. Classrooms and technological support of the Faculty. Simulation models for training. Economic support for teaching resources and local mobility of students, and for the final celebration.

1. SERVICE-LEARNING PROJECT TITLE **ANCIENT HISTORY AND KNOWLEDGE TRANSFER THROUGH SERVICE-LEARNING**

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

This project presents a collaboration between the Area of Ancient History of the Department of Prehistory, Ancient History and Archeology of Complutense University and the Ancient Greek Department of the Secondary and High School Miguel Catalán, Coslada. We defend principles of active learning, construction of autonomous thinking and educational interaction with society through service-learning and Cooperative Learning. Combining the pedagogical principles of both systems, we want to build a network between university students (from third and / or fourth year of the Degree of History; the chosen subject is “Methods and Trends for Researching in Ancient History”, although it could also consider some others subjects depending on the schedule of each course, as “Culture and society in Ancient Greece”) and secondary students (from the fourth year of ESO –Mandatory Secondary School- and / or the first and second year of high school of the Secondary School Miguel Catalán).

We have three main interrelated objectives: first, introducing History and Classical world to the elderly (with or without degrees of dependence) and disabled people of the municipalities of Coslada and San Fernando (Madrid), through interaction with the new generations. The students will design and carry out a complete guided tour for elderly and disabled people to visit the National Archaeological Museum, including activities and games to know more about ancient societies. Second, promoting collaborative principles between university and secondary students with a social purpose, thus contributing to improve the curricular training and to emphasize the capacity of the students to transfer knowledge, skills and competencies to the society that sustains its existence. Third, approaching the possibilities of university studies to students who often do not mean to go to University. We have the support of the National Archaeological Museum, the experience in learning service of Secondary School Miguel Catalán and the experience in Cooperative Learning of Complutense University’s professors.

Our method is not rigid, but aims to be as flexible as necessary to adapt to the different groups and problems we encounter, improving that diversity to be able to become more inclusive and useful.

2. PROJECT SUMMARY (BRIEF DESCRIPTION 300 TO 500 WORDS)

We want our students to learn history by making history and transmitting history, working with documentary sources, facing the difficulties of translating everything they learn to an audience that, though knows less than them, makes questions and wants to learn, managing information and interdisciplinarity, contacting with the difference, developing ways to solve the difficulties and continuing the process of construction and transmission of historical discourse and its transfer to society.

3. GENERAL DATA

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|---|---|
| UNIVERSITY (NAME AND ADDRESS): | Faculty of Geography and History, Complutense University of Madrid. Avd. Profesor Aranguren s/n 28040 Madrid |
| PERSON/PEOPLE IN CHARGE OF THE PROJECT AT THE UNIVERSITY (NAME, EMAILS, CONTACTS): | María Cruz Cardete Department of Prehistory, Ancient History and Archaeology/ Faculty of Geography and History mcardete@ghis.ucm.es Phone: + 34 637 93 95 14 |
| COMMUNITY ORGANIZATION (NAME, EMAILS, AND ADDRESS): | Mar Cruz Mora Coslada City Council piv.coslada@gmail.com Phone: 91.627.82.00 Ext. 2341 |

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| ORGANIZATIONAL TUTOR/ SITE SUPERVISOR/ COMMUNITY SUPERVISOR/ COMMUNITY CO- EDUCATOR (NAME, EMAILS, CONTACTS): | <p>María Cruz Cardete Department of Prehistory, Ancient History and Archaeology/ Faculty of Geography and History mcardete@ghis.ucm.es Phone: + 34 637 93 95 14</p> <p>Mar Cruz Mora Coslada City Council piv.coslada@gmail.com Phone: 91.627.82.00 Ext. 2341</p> |
| EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS): | <p>First option: 8 ECTS (Subject: “Methods and Trends for Researching in Ancient History”) Second option: 6 ECTS(Subject: “Culture and society in Ancient Greece”) Each year only one of the possibilities will be offered, at least, the first years</p> |
| COURSE TYPE (MANDATORY, ELECTIVE, INTENSIVE, ETC): | <p>First option Mandatory Second option: Elective Each year only one of the options will be offered, at least the first years.</p> |
| NUMBER OF STUDENTS/ INTERNATIONAL STUDENTS INVOLVED: <i>TAXONOMY DIMENSION #1 HOW MANY INTERNATIONAL STUDENTS CAN BE INVOLVED? IN WHAT WAYS? PLEASE PROVIDE INFORMATION ABOUT EUROPEAN/ INTERNATIONAL PROGRAMS/ AGREEMENTS THAT SUPPORT STUDENTS’ MOBILITY (GRANTS, LOGISTICS, ETC)?</i> | <p>50 students per year are involved. 2 or 3 could be international students.</p> <p>Full participation as a student of the subject. It would be necessary a high Spanish level.</p> <p>International Programs: https://www.ucm.es/programas-europeos https://geografiaehistoria.ucm.es/internacional</p> <p>ERASMUS + https://www.ucm.es/erasmus-plus-internacional-1</p> |

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| DISCIPLINARY AREA (ISCED) OF THE PARTICIPATING STUDENTS: | <p>02 – Humanities and arts</p> |
| PROJECT TYPE: (FACE-TO-FACE, VIRTUAL, BLENDED, INTERNATIONAL): <i>TAXONOMY DIMENSION #1 MOBILITY WILL BE FULLY OR PARTLY BLENDED/ ONLINE? WHICH ACTIVITIES ARE BLENDED/ ONLINE? WHEN ARE THEY SCHEDULED? HOW COULD THE USE OF TECHNOLOGY ENHANCE OR ADD VALUE TO THE PROJECT (PLANNING, IMPLEMENTATION, EVALUATION)?</i> | <p>It is a face-to-face methodology with virtual support (online only during the covid pandemic because of health reasons) Mobility will be full.</p> <p>Calendar Each year only one of the options will be offered, at least, the first years First option First semester of the course, from September to January, both included. Second option: Second semestre, from February to June, both included.</p> <p>Virtual campus and TICs are used to planning, and discussing between groups.</p> |

4. BACKGROUND OF SL PARTNERSHIP (CONTEXT IN WHICH THE SL ARISES, CHARACTERISTICS AND MISSION OF THE COMMUNITY PARTNER ORGANIZATION, PREVIOUS EXPERIENCE OF COLLABORATION BETWEEN THE UNIVERSITY AND THE COMMUNITY PARTNER ORGANIZATION) TAXONOMY DIMENSION #2 HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?

*TAXONOMY DIMENSION #2
HOW WAS THE PARTNERSHIP BUILT? WHICH STEPS WERE FOLLOWED IN BUILDING AND MAINTAINING THE PARTNERSHIP? WHAT ARE THE RECIPROCAL BENEFITS OF BEING IN THIS PARTNERSHIP?*

The partnership was built due to a course for training teachers in SL in 2019. Since then, IES Miguel Catalán and Complutense University have worked together with Coslada and San Fernando City Councils and Social Associations of Coslada and San Fernando (AFA Corredor, Association of Relatives of Alzheimer's patients, and ASPIMIP, Association for the Integration of People with Functional Diversity) for promoting the knowledge of Classical World and intergenerational relationships between elderly and disabled people from Coslada and San Fernando and our students.

This collaboration has achieved:

- To reinforce the importance of the history and culture of the classical world to elderly and disabled population through interaction with the new generations.
- To develop the empathy between youngers and elderly and disabled population. The City Council provides the contact with the social entities, work and meeting places, technical and economical resources. The University and the High School students meet and know the City Council and the Social entities projects and goals by working directly with them; disabled people find a chance to get in touch with a part of the society they do not often connect to.
- To point out the possibilities of university education for secondary education students and to reinforce the importance of education in all its phases.

5. SOCIAL ISSUES TO BE ADDRESSED BY THE PROJECT

*TAXONOMY DIMENSION #2
WHAT IS THE MAIN SOCIAL ISSUE TO BE ADDRESSED BY YOUR PROJECT? HOW DID YOU CHOOSE THE ISSUE/ TOPIC/IDEA? (WHICH NEEDS HAVE BEEN IDENTIFIED RELATED TO THE TOPIC? ARE THERE ISSUES OF INEQUALITY OR CULTURAL DIVERSITY THAT REQUIRE PROJECT ATTENTION? WHO IDENTIFIED THE NEEDS? THROUGH WHAT PROCESS?)*

*TAXONOMY DIMENSION #1
HOW WILL YOU MAKE CONNECTIONS BETWEEN THE LOCAL SOCIAL ISSUES AND THE EUROPEAN/INTERNATIONAL DIMENSION?*

Taxonomy dimension 2:

We have three main interrelated social objectives which are worked by every participant. They were chosen at the beginning of the project taking into account the interests of teachers involved and the cultural needs signed by representatives of city councils:

1. Introducing History and Classical world to the elderly and disabled people of the municipalities of Coslada and San Fernando (Madrid), through interaction with the new generations. Elderly people look forward to maintaining their lives active by keeping in contact with cultural development. That is seen because of their demands of cultural activities in the municipality. Associations which work with disabled people and persons who suffer from Alzheimer express their need to find leisure and cultural activities socially integrated. In that sense, going to the Archaeological National Museum, travelling in public transport and being attended by young students convey to them a personal attention that otherwise they would not experience.
2. Promoting collaborative principles between university and secondary students with a social purpose, thus contributing to improve the curricular training and to emphasize the capacity of the students to transfer knowledge, skills and competencies to the society.
3. Approaching the possibilities of university studies to students who often do not mean to go to University. Conversations with and observations of students at the High School show that a great part of them feels the University as a very distant world. This project leads them to have more options for their future.

Taxonomy dimension 1:

We think that our objectives are universal, though we work in a local context. The international students will understand the objectives without problems and they will be able to apply them to local people.

6. GLOBAL CIVIC AND CULTURAL LEARNING OBJECTIVES/OUTCOMES

TAXONOMY DIMENSION #4 WHICH CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES (CDC FRAMEWORK: VALUES, SKILLS, ATTITUDES, AND KNOWLEDGE AND CRITICAL UNDERSTANDING) CAN BE IMPROVED AND DEVELOPED THROUGH THE PROJECT? HOW WILL YOU LINK CIVIC AND CULTURAL DEMOCRATIC COMPETENCIES WITH THE SOCIAL ISSUES RAISED IN YOUR COMMUNITY? WHAT DISCIPLINARY AND NON-DISCIPLINARY KNOWLEDGE AND SKILLS WILL STUDENTS NEED TO DEVELOP/ PRACTICE TO SUCCESSFULLY COMPLETE THEIR WORK? WHAT LEARNING OPPORTUNITIES AND RESOURCES WILL YOU NEED TO PROVIDE SO THEY CAN ACQUIRE THIS NECESSARY KNOWLEDGE AND EXPERTISE?

OBJECTIVES:

This project helps to develop important soft skills:

1. Active local intervention provides a democratic sense of self responsibility for transforming their close environments.
2. Direct and personal knowledge of elderly, disabled and sick people generates respect and esteem for that often distant people.
3. The exercise of adapting the knowledge they acquire in classes to such a specific audience makes the students aware of their role as communicators and the importance of improving their effective communication skills.

To promote these competencies, we create during the project time opportunities of social interchange, intergenerational meetings, explanations about Alzheimer or required accessibility needs of the service recipient by professional staff of the specific associations, rehearsal activities to improve their communicative effectiveness, etc.

OUTCOMES:

1. We have reinforced the importance of the history and culture of the classical world to elderly and disabled population through interaction with the new generations.
2. We have developed the empathy between youngers and elderly and disabled population.
3. We have pointed out the possibilities of university education for secondary education students and reinforced the importance of education in all its phases.

7. SERVICE ACTIVITIES

TAXONOMY DIMENSION #3 WHAT ACTIONS OR ACTIVITIES WILL THE PROJECT TAKE TO ADDRESS THE SOCIAL ISSUES IDENTIFIED? HOW IS THIS ACTION RELATED TO THE FIELD OR ACADEMIC DISCIPLINE? WHAT KNOWLEDGE DO STUDENTS NEED TO HAVE TO ADDRESS THE SOCIAL ISSUES? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE FIELD OR ACADEMIC DISCIPLINE? HOW ARE THE COMMUNITY SERVICE ACTIVITIES LINKED TO THE THEORETICAL, CONCEPTUAL AND METHODOLOGICAL FRAMEWORKS OF THE CIVIC AND DEMOCRATIC COMPETENCES?

Activities developed:

1. Cooperative work coordinated outside the classroom through social networks between students of the Secondary School and University and between the staff of both institutions.
2. Seminars for teachers and students with representatives of AFA Corredor (Association of Relatives of Alzheimer's patients) and ASPIMIP (Association for the Integration of People with Functional Diversity).
3. Coordinated cooperative work seminar UCM-IES Miguel Catalán-Coslada and San Fernando Elderly Associations-AFA Corredor Association and Aspimip Association.
4. UCM-IES Miguel Catalán work seminar in the AFA Corredor association in Coslada, with the elderly and their caregivers and family members.
5. Guided visits to the Archaeological Museum and related activities (face-to-face and/or online) by coordinated groups of UCM-IES Miguel Catalán students for elderly and disabled people from Coslada and San Fernando, including the elderly (with their caregivers and relatives) from the AFA Corredor Association and Aspimip Association.
6. Celebration at the end of the project with the participation of every participant (elderly and disabled people, students, teachers, local partners, mentors...)

8. SUBJECTS/CURRICULAR AREAS INVOLVED (SEE ISCED)

02- Humanities and Arts

TAXONOMY DIMENSION #3 SPECIFY THE SUBJECTS OR CURRICULAR AREAS IN WHICH THE SL PROJECT IS BASED.

9. REFLECTION PROCESS AND TASKS

*TAXONOMY DIMENSION #5
WHICH LEARNING ACTIVITIES/ASSIGNMENTS WILL BE IMPLEMENTED TO SUPPORT STUDENTS' REFLECTION? HOW WILL STUDENTS REFLECT ON THEIR DISCIPLINE-BASED LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR CIVIC AND CULTURAL DEMOCRATIC LEARNING THROUGH SERVICE? HOW WILL STUDENTS REFLECT ON THEIR PERSONAL GROWTH THROUGH SERVICE? (PLEASE PROVIDE A SHORT DESCRIPTION OF THE REFLECTION ASSIGNMENTS PLANNED.) WHEN WILL REFLECTION OCCUR? (WHEN ARE THE DIFFERENT REFLECTION ASSIGNMENTS DUE? WHERE THEY WILL TAKE PLACE? HOW OFTEN?) WHO WILL PARTICIPATE IN THE REFLECTION PROCESS? (WHAT IS THE ROLE OF COMMUNITY PARTNERS IN THE REFLECTION PROCESS? WHAT IS THE ROLE OF THE ACADEMICS/INSTRUCTORS?) WHAT PROMPTS WILL BE USED TO SUPPORT ALL THREE DIMENSIONS OF STUDENT LEARNING: DISCIPLINE-BASED LEARNING; CIVIC AND CULTURAL DEMOCRATIC LEARNING; PERSONAL GROWTH?*

The different activities described in section 7 allow students to interact with elderly and disabled people, with whom they normally do not have contact other than strictly family (if they have grandparents and/or disabled relatives). When students leave their comfort zone and face the social, emotional and learning needs of others, they are forced to reflect on how to satisfy them. Precisely the evaluation of the subjects involved consists on a guided tour through the National Archaeological Museum and some activities adapted to the needs of seniors and disabled people. The process is continuously supervised and guided by the teachers involved and receives feedback from the local partners and from senior and disabled people who participate. We believe that these activities support all three dimensions of student learning: discipline-based learning, civic and cultural democratic learning and personal growth.

10. LEARNING ASSESSMENT AND PROJECT MONITORING

*TAXONOMY DIMENSION #6
HOW WILL YOU ASSESS STUDENTS' LEARNING DURING THE PROJECT (FORMATIVE ASSESSMENT) AND AT THE END OF THE PROJECT (SUMMATIVE ASSESSMENT)? HOW DO YOU INCLUDE COMMUNITY PARTNERS IN THE ASSESSMENT? WHICH ACTIVITIES CAN BE EVALUATED BY COMMUNITY PARTNERS? HOW WILL YOU MANAGE/MONITOR STUDENTS' PROGRESS (BOTH INDIVIDUALS AND TEAMS) THROUGHOUT THE PROJECT? WHAT TOOLS AND STRATEGIES WILL BE USED TO MONITOR HOW THINGS ARE GOING SO THAT ADJUSTMENTS CAN BE MADE ALONG THE WAY?*

The final assessment of the project is summative. All the activities described are assessed (even if only the final project is qualified). Apart from class work we take into account also the assessments carried out by the elderly and disabled people, their instructors and relatives, and the local partners on the basis on surveys developed by the collaboration between teachers and students. To monitor students' progress, apart from working together in class with the teacher, students fill in a weekly workbook in which they explain what they did each week in class and what they will work on for the following week. In addition, the teachers create, with the collaboration of the students, an internal calendar for the delivery of assignments: every 3 weeks, they must achieve a goal that will allow them to arrive on time to the final presentation in the Archaeological Museum.

11. IMPACT

*TAXONOMY DIMENSION #7
WHAT IS THE COMMUNITY IMPACT THAT YOU HOPE/EXPECT TO ACHIEVE? WITH WHOM (E.G., SERVICE USERS, COMMUNITY MEMBERS, COMMUNITY ORGANIZATIONS, LOCAL ADMINISTRATION) WILL YOU AND YOUR STUDENTS SHARE THE RESULTS/IMPACT OF YOUR PROJECT? (WHAT ARE THE INTERESTS OF THE DIFFERENT ACTORS INVOLVED IN THE PROJECT?) HOW DO YOU PLAN TO EVALUATE THE IMPACT? (WHAT ARE THE SPECIFIC INDICATORS OR OUTPUTS THAT YOU WILL TRACK?)*

INDICATORS OF COMMUNITY IMPACT SHORT-TERM (PLEASE SPECIFY BENEFICIARIES)

- Satisfaction of seniors and disabled people with With other students through End-of-Degree Projects, with student congresses and with organizations that attend SL events
- A great majority of seniors and disabled people want to repeat the experience the next year
- Satisfaction of the students with the methodology
- Participation of students of the last year in the next project as mentors of their colleagues

INDICATORS OF COMMUNITY IMPACT LONG-TERM (PLEASE SPECIFY BENEFICIARIES)

- Seniors, disabled people and youngsters say that they have understood better the other group
- Some secondary students involved develop a special interest for university education
- Seniors, disabled people and youngsters reject stereotypes of the others

12. CELEBRATION OF THE PROJECT AND ITS RESULTS (DIPLOMA AWARD CEREMONY, PARTY, MEETINGS, ETC.)

Celebrating session with a party and a diploma award. Attendance of all those linked to the project: seniors, associations, municipalities, teachers, students and university staff.

13. COMMUNICATION AND DISSEMINATION ACTIVITIES (USE OF SOCIAL MEDIA, INTERNET, YOUTUBE, PUBLICATIONS, ETC.)

1. Social networks (Facebook, Whatsapp, webs, e-mails...
2. Local media (radio, newspapers, webs...)
3. Posters

14. CALENDAR (SEMESTER, DURATION, TIMELINE OF THE PROJECT ACTIVITIES)

Each year only one of the options will be offered. Until now, only the first option has been offered.

1. First option: First semester of the course, from September to January, both included.

2. Second option: Second semestre, from February to June, both included.
- Example of a calendar (first option). Academic year 2018-2019:

1. Cooperative work coordinated in the classroom every week both at the University (UCM) and at Secondary School (IES) Miguel Catalán. On two occasions all the students have worked together: at the beginning of the project, the secondary students worked at University (Wednesday, October 2nd, 2019) and then the university students worked at the Secondary School for a final test (Wednesday, December 11th, 2019). From September to December 2019.
2. Cooperative work coordinated outside the classroom through social networks between students of the IES and UCM and between the teachers of both institutions. From September to December 2019.
3. UCM work seminar with a representative of the association AFA Corredor (Association of Relatives of Alzheimer's patients). October 23rd, 2019.
4. Work seminar at the IES with a representative of the AFA Corredor association. October 25th, 2019.
5. Coordinated cooperative work seminar UCM-IES Miguel Catalán-Coslada and San Fernando Elderly Associations-AFA Corredor Association. October 29th, 2019.
6. Coordinated cooperative work UCM-IES (teachers and students) at the National Archaeological Museum, with the collaboration of two curators from the Department of Greek and Roman Antiquities. November 6th 2019.
7. UCM-IES work seminar held at AFA Corredor association in Coslada, with the elderly, their caregivers and relatives. November 29th, 2019.
8. Guided tours to the Archaeological Museum and workshop with activities to consolidate and apply what had been learned. Activities adapted to different disabilities and needs. Work in groups coordinated by students. December 17th, 18th and 19th, 2019.
9. Celebrating session with a party and a diploma award. Attendance of all those linked to the project: seniors, associations, municipalities, teachers, students and university staff. January 29th 2020.

15. HUMAN AND MATERIAL RESOURCES NEEDED TO CARRY OUT THE PROJECT (TEACHERS, ADMINISTRATIVE STAFF, STUDENTS, TEACHING RESOURCES, FURNITURE, ETC.)

Teachers from the Department of Prehistory, Ancient History and Archaeology from Universidad Complutense.

Teachers from the Department of Ancient Greek from IES Miguel Catalán.

Material resources (social spaces, classroom, TICs...) from Complutense University and IES Miguel Catalán.

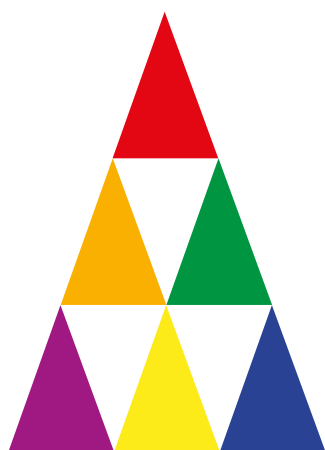


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