

What is Service-Learning about?

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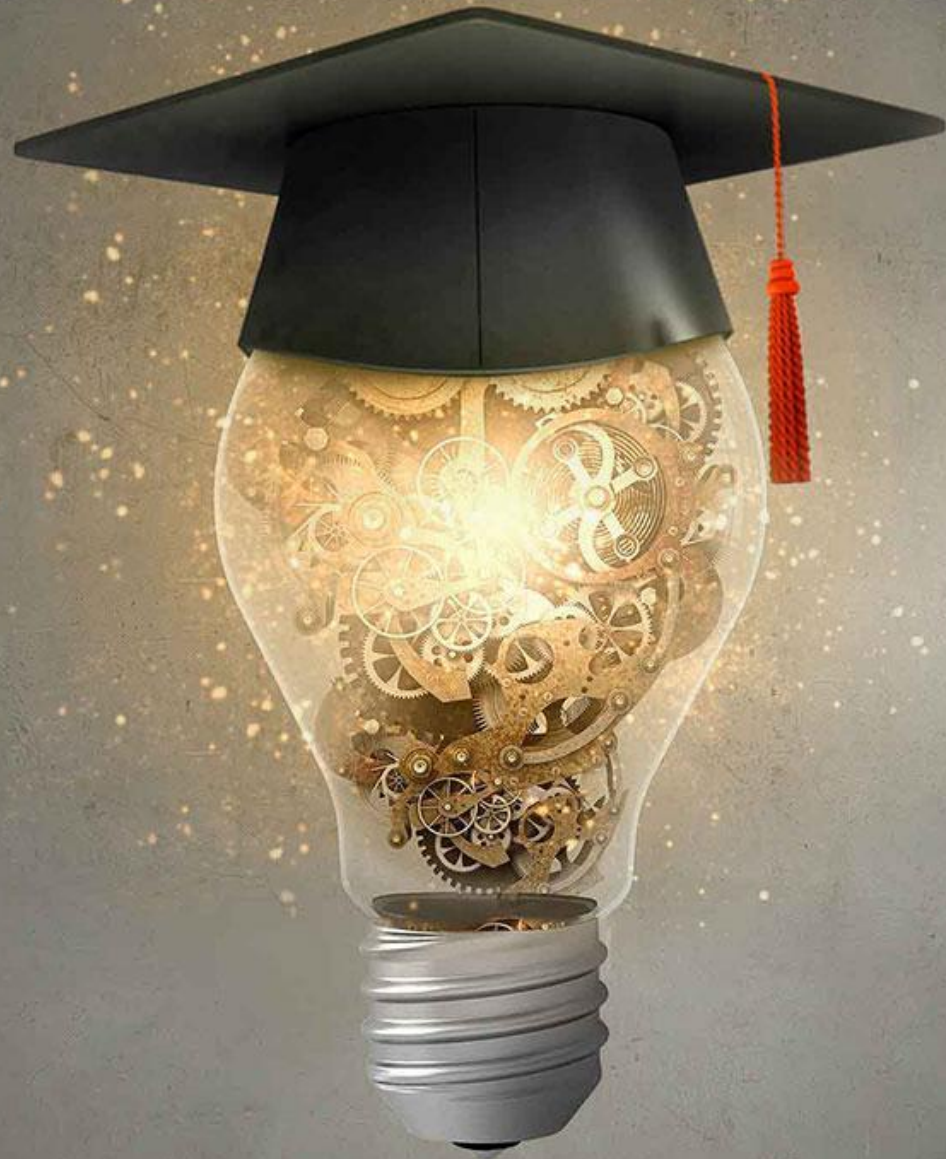
01 Introduction to the Service-Learning

02 Service-Learning Triangle and its benefits

03 What is NOT Service-Learning

Agenda





01 Introduction to the Service- Learning

Defining the service-learning

* *Definition by Europa Engage*
(<https://www.eoslhe.eu/what-we-do/>)

Service 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 learning process, and the service is a link to the academic disciplines.



* *Definition by Bringle, R. G. & Hatcher, J. A. (1999). Reflection in Service Learning: Making Meaning or Experience. Evaluation/Reflection. 23. <https://digitalcommons.unomaha.edu/slceeval/23> [2020-10-28].*

Service-learning is a course-based, ECTS credit-bearing educational experience in which students a) participate in an organized service activity that meets identified community needs and b) 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 personal values and civic responsibility.

Defining the service-learning



Service learning (also known as a Community based Learning, Community based Service Learning) is a teaching method by which students "apply the structured knowledge and skills acquired in the academic course to the development of a project that solves a specific social problem, to enrich the process of acquiring knowledge through critical reflection on the complex causes of social problems and cooperation on a joint project.

A teaching method that enables the knowledge and skills acquired in an academic course to be applied to a project aimed at solving a specific social problem.

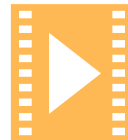
The goal of such a teaching method is to enrich the process of acquiring knowledge through critical thinking about a particular social problem (Mikelić Preradović, 2009).

Defining the service-learning

An approach that helps students develop a sense of connection with the community, encourages their activity and civil advocacy in the community, influences the change in their attitudes, habits, and behavior, and strengthens students' sympathy for the problems of citizens in the community (Zlotowski, 1995).



Teaching method through a course in which students participate in an organized service activity that meets the identified needs of the community and integrates the service activity in such a way that a deeper understanding of the course itself is obtained. More broadly, it enhances the sense of personal values and develops civic responsibility in students (Bringle et al, 1995).



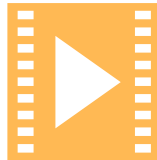
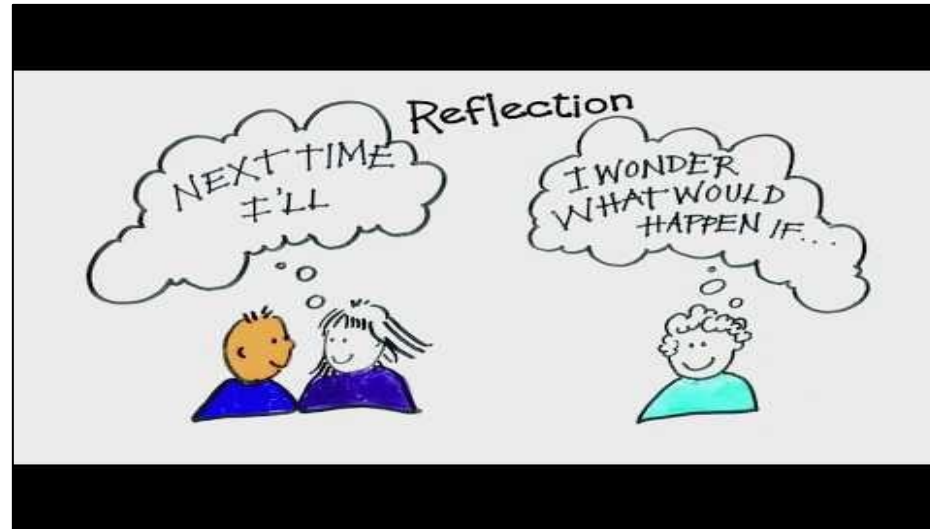
Video that can help you to understand:

<https://youtu.be/L9AXsV3eull>

Defining the service-learning

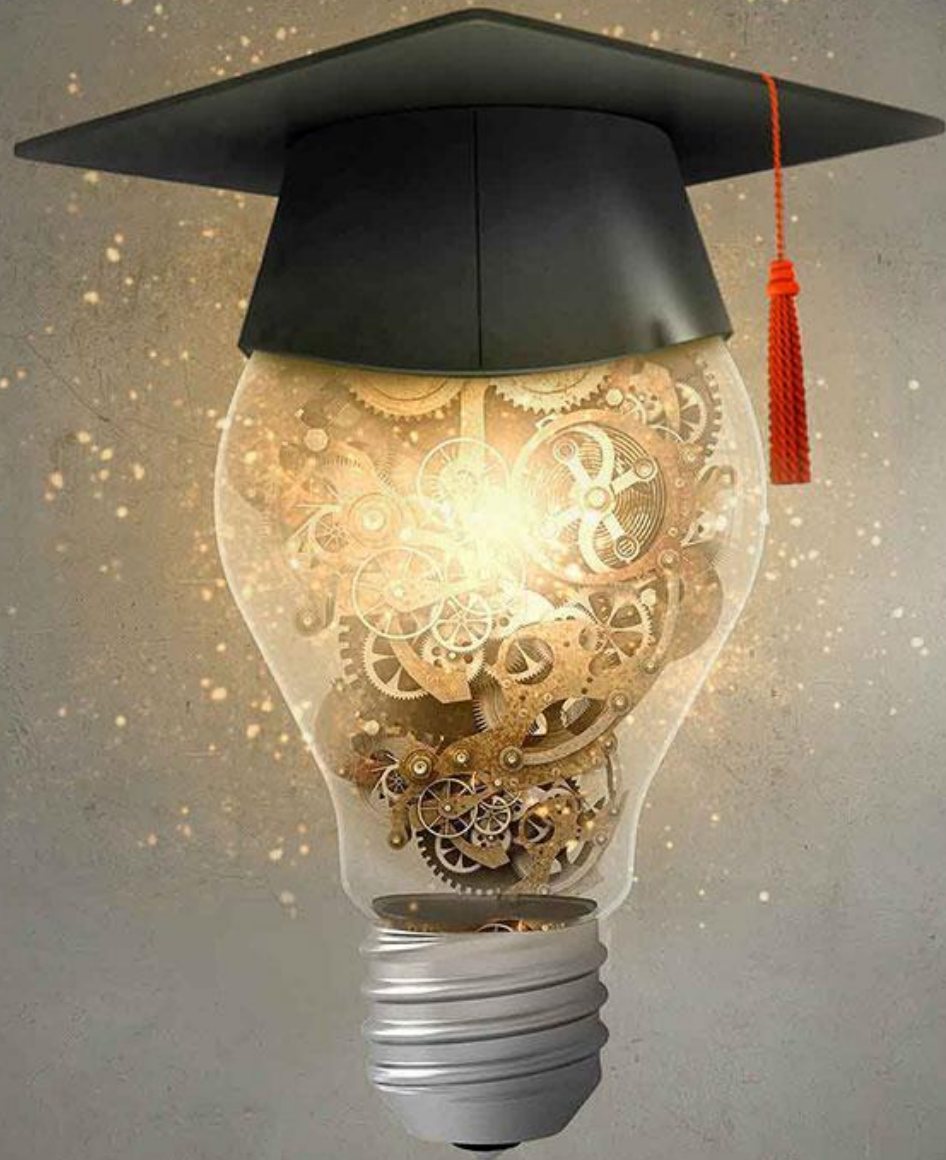
Service-Learning promotes academic improvement, personal growth, and civic engagement. Through reflection, students significantly develop critical learning.

An innovative pedagogical approach that integrates meaningful work in the community into the curriculum and offers students the acquisition of ECTS based on active participation in society and work on a real problem. At the same time, reflection and experiential learning strategies support the learning process.



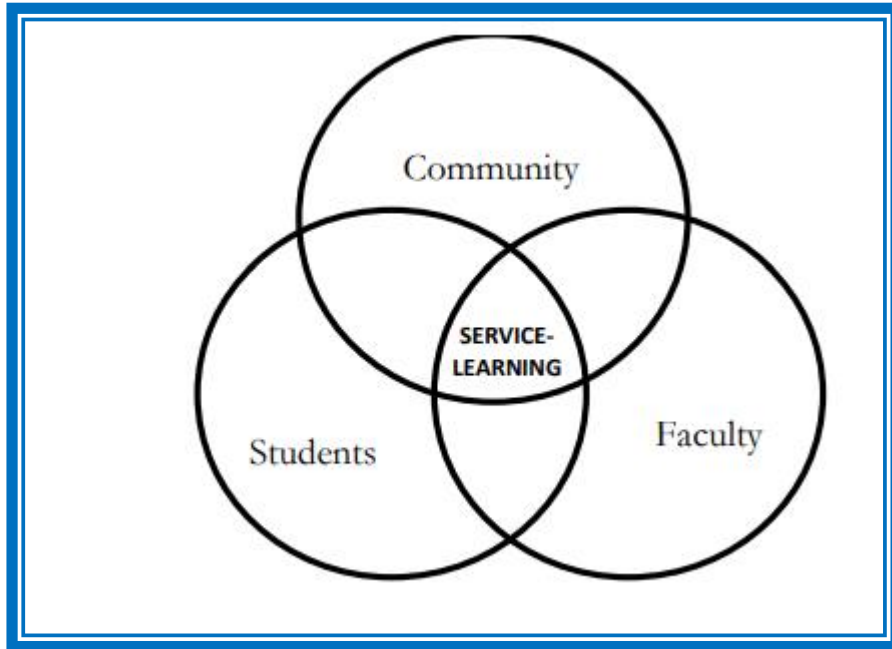
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02 Service- Learning Triangle and its benefits

SL Triangle and its benefits

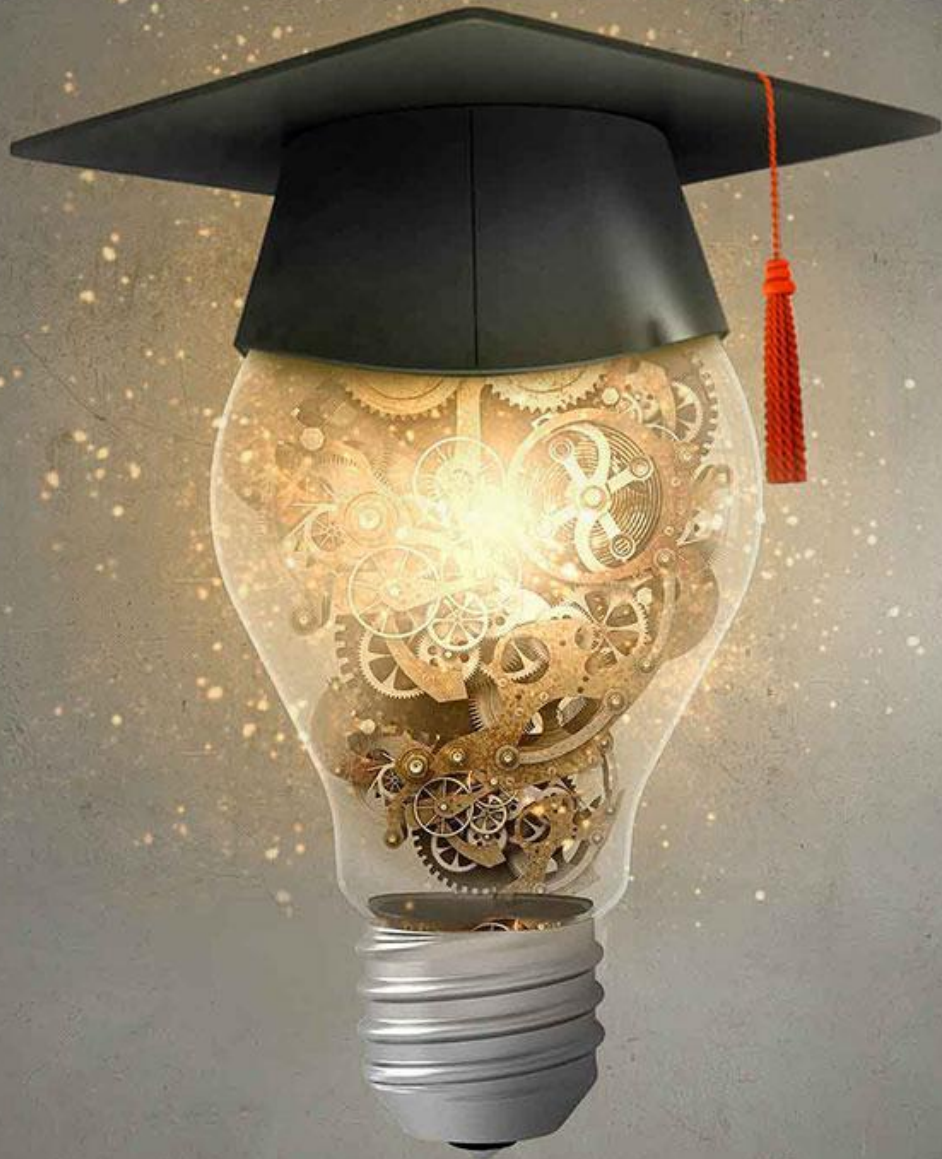


Source: Center for Excellence in Curricular Engagement, North Carolina State University

Society, students, and universities/faculties in this process act as partners in cooperation from which everyone benefits:



- Students, teachers, universities, and representatives of society solve social challenges together and realize personal benefits
- Students develop academically, socially, and emotionally; they develop many different skills. Those students have reduced stereotypes, increased cultural understandings, improved citizenship skills, and enhanced academic learning, application, and problem-solving (Astin & Sax, 1998)
- Teachers bring the material closer to reality
- For involved faculty members, institutions, and communities, service-learning has been shown to build reciprocal campus-community relationships, increase university visibility, improve community opinions of student service, and improve institutional satisfaction (Astin & Sax, 1998)
- Representatives of the society receive help that they appreciate



03 What is NOT Service-Learning

What is not Service-Learning?



Service-Learning is different!

There is often confusion about what SL really is and whether it can be identified with an internship, volunteering, or other organized activities.

In the continuation of the presentation, you can learn about the fundamental differences between SL and other concepts.



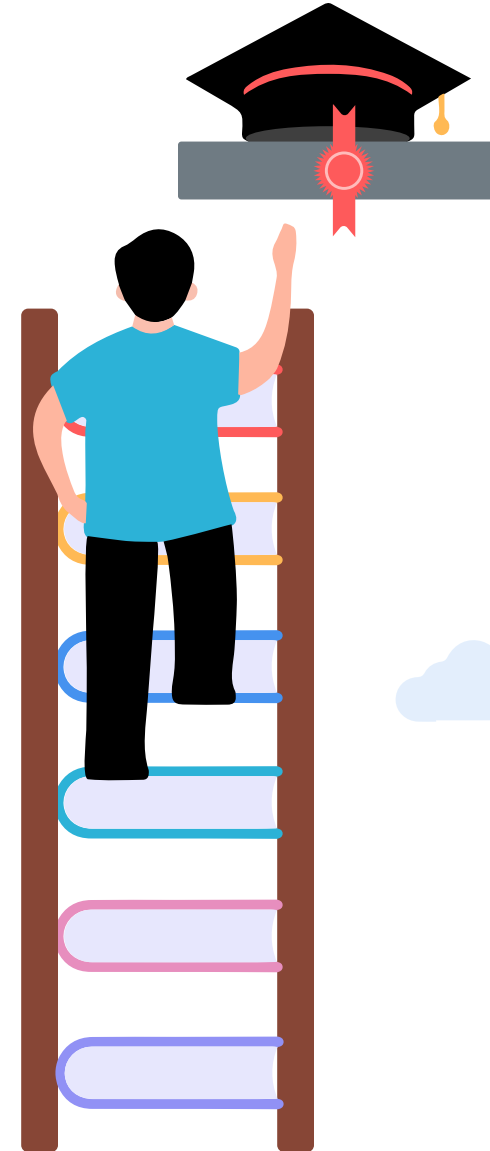
It's not an internship



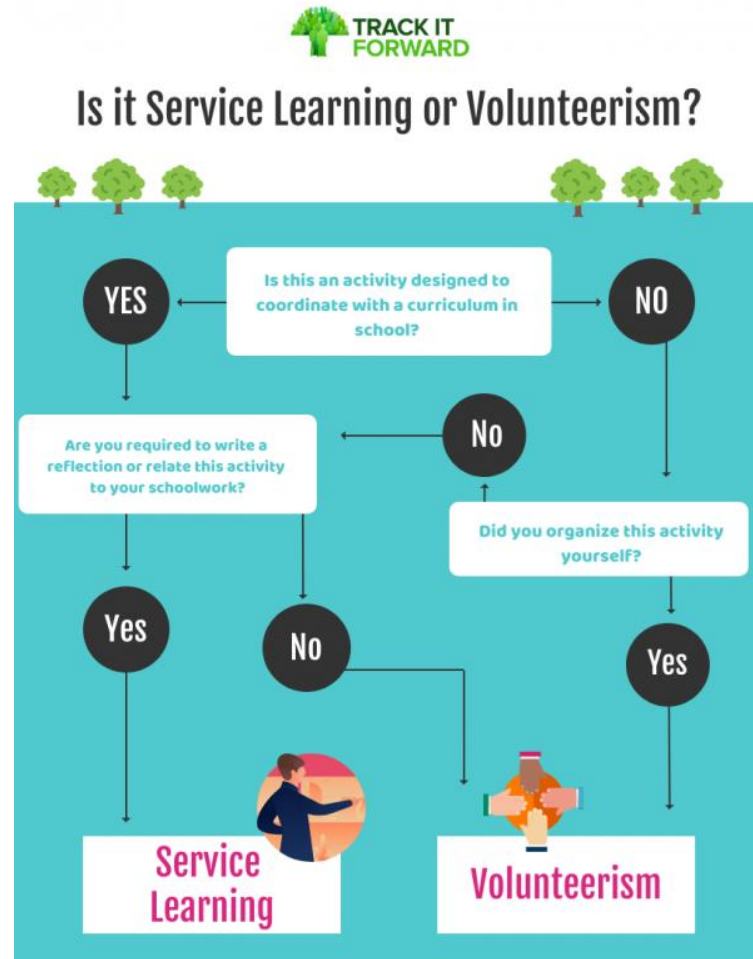
It's not volunteering

The community members and community agencies are primarily beneficiaries of volunteerism and community service. On the other hand, student participation in field experiences and internships serves to primarily benefit students' learning.

The ultimate goal of service-learning curricula is to concurrently benefit both the community needs and student learning by integrating academic course objectives with community service (Cervantes & Meaney, 2013).



Differences from Volunteering



Source:

<https://www.trackitforward.com/content/service-learning-vs-volunteerism-whats-difference>

Key differences:

- SL is related **to the course** and it is predicted in the curriculum (volunteering does not have to be connected to the curriculum)
- After SL activity – students receive **ECTS credits** and achieve learning outcomes (not the case with volunteering)
- Service learning is usually **organized** on behalf of the institution that is responsible for the curriculum (not always but usually, in the case of volunteering, usually students organise volunteering by themselves)
- Volunteering is **to serve the community** without any specific counter service (in SL there is a counter service – and that is that students achieve ECTS credits by doing some social activity)
- **SL is to learn from real-life examples, including reality, reciprocity, and reflection** which is not the case in volunteering

Differences from Internship

	COMMUNITY SERVICE	SERVICE LEARNING	INTERNSHIP
PRIMARY INTENDED BENEFICIARY	recipient(s)	recipient(s) and provider	provider
PRIMARY FOCUS	providing meaningful service	providing meaningful service and enhancing classroom learning	learning by doing
INTENDED EDUCATIONAL PURPOSE	moral, personal and social growth and development	Academic learning, enhancing intellectual and civic engagement	Career development and professional preparation
CURRICULAR INTEGRATION	None	Fully integrated into curriculum	Co-curricular or supplemental
NATURE OF SERVICE ACTIVITY	Based on student interest/motivation	Based on course topic or discipline	Based on industry or career



Key differences:

- The internship **does not include reflection** or reciprocity that are the main marks of the SL
- **There's no benefit for the community**, the emphasis is on the students' personal growth
- **Sometimes there is no link with the academic goal** – the goal is just to gain experience
- The main emphasize is on the **students' new skills**
- Students **may receive financial compensation** which is not the case with SL.

**Source: <https://www.eoslhe.eu/what-we-do/>

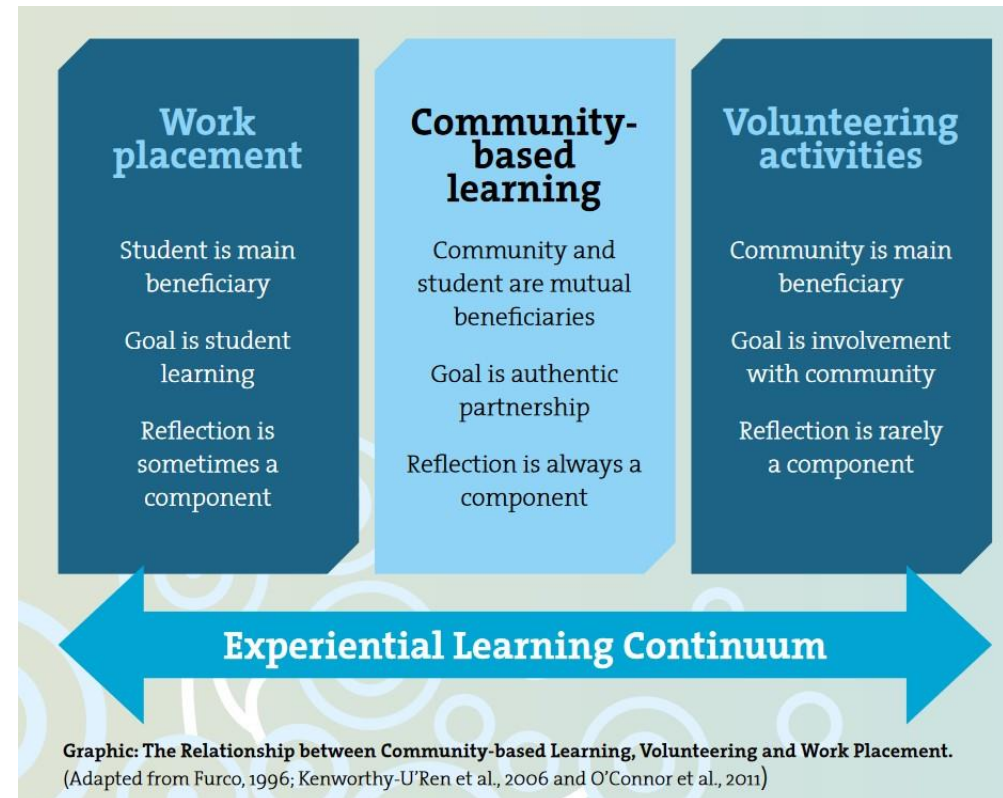
Differences between approaches

Main beneficiaries

The difference is in the perspective of the main beneficiaries – who it is, a student or a community?

Goal

What is the main goal?



Different approachment

There is an obvious difference between SL, work placement or intrernship or volunteering

Is there a reflection?

Reflection is the integral part of the SL, and sometimes a part of the work placement and rarely a part of the volunteering

Learning activities and tools



Mapping	Community-based research	Project-based learning	Action research	Internships	Volunteering	Social entrepreneurship	Service Learning
course-based	X	X	X	X			X
credit-bearing	X	X	X	X			X
organized service activity				X	X	X	X
meets identified community needs	X		X		X	X	X
reflection on the service activity		X	X	X			X



Comparison of different learning activities and tools

Service Learning is a course-based, credit-bearing, organized service activity, it meets identified community needs where a reflection on the service activity is the central part.

Other listed learning tools do not have all mentioned activities.

**Source: Katharina Resch and Mariella Knapp (2020). *Service Learning. A Workbook for Higher Education*. Engage students Consortium

Do you want to learn more about it?

1

In the framework of the SEA-EU Alliance

If you are interested to start with the Service-Learning activities, visit www.sea-eu.org website, where you can find tips and tricks for teaching staff on how to implement Service-Learning:
<https://sea-eu.org/centre-for-the-service-learning>

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In the framework of the Alliance

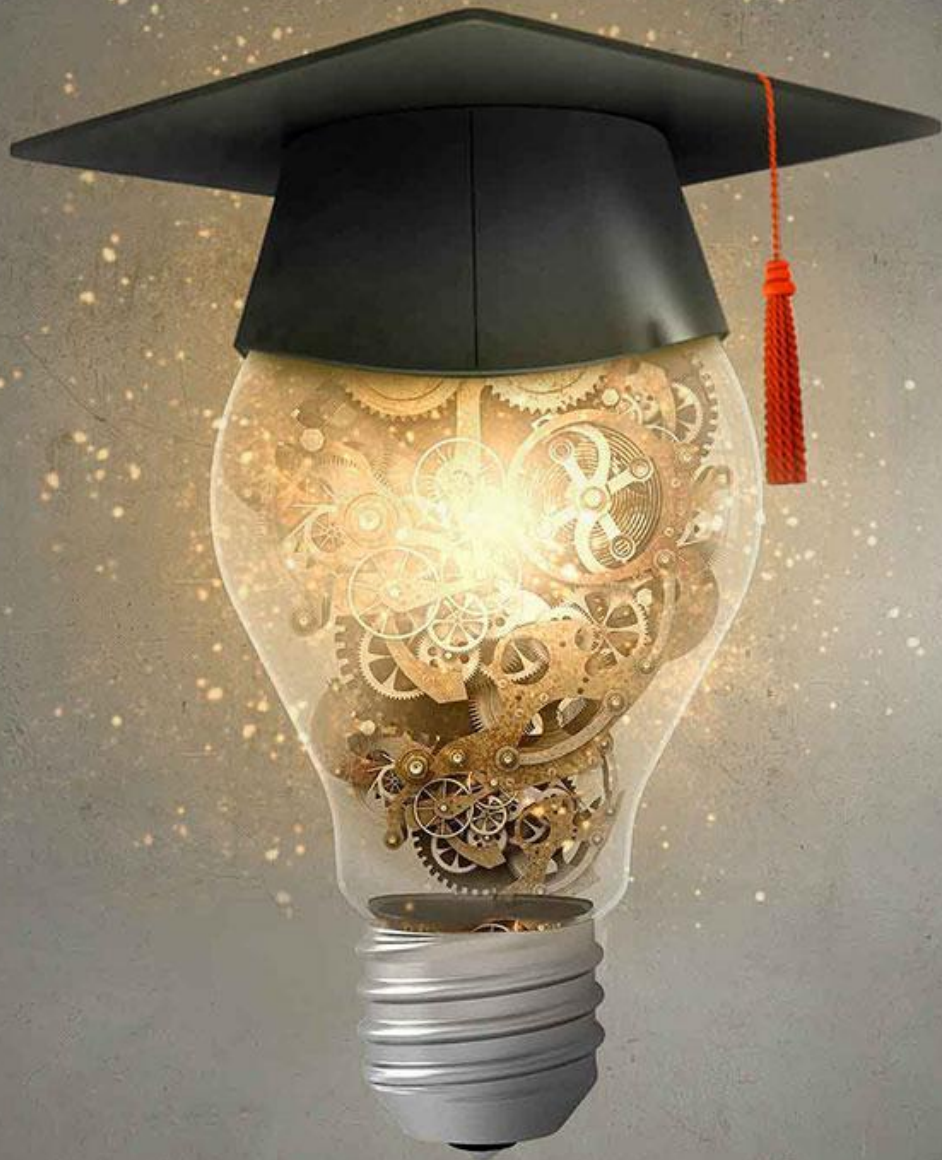
Join the SEA-EU expert group by contacting a TWG Manager at your university.

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EOSLHE

Explore [European Observatory of Service-Learning in Higher Education](http://www.eoslhe.eu)
<https://www.eoslhe.eu/>





THANK YOU

For more information about the topic contact

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