

BOOK OF ABSTRACTS

2nd The European University of the Seas (SEA-EU) Conference

Higher Education in the Service of Society

University of Cadiz, Spain

24th and 25th April 2024



Program Committee:

- Jarosław Jendza, University of Gdańsk, Poland
- Joanna Morawska, University of Gdańsk, Poland
- Ivana Bilić, University of Split, Croatia
- Ivana Jadric, University of Split, Croatia
- Mayka García, University of Cadiz, Spain
- Manuel J. Cotrina Garcia, University of Cadiz, Spain
- Carl James Debono, University of Malta, Malta
- Suzanne Gatt, University of Malta, Malta

Organizational Committee:

- Alexandra Bonnici, University of Malta, Malta
- Ana Zarzuela, University of Cadiz, Spain
- Aniello Ferraro, University of Naples, Italy
- António Fragoso de Almeida, University of Algarve, Portugal
- Carl J. Debono, University of Malta, Malta
- Caroline L'Haridon, University of Western Brittany, France
- Claudia Maulini, University of Naples, Italy
- Florence Bruneau, University of Western Brittany, France
- Frauke Godat, Kiel University, Germany
- Gorana Duplančić Rogošić, University of Split, Croatia
- Gwenaëlle Goyat, University of Western Brittany, France
- Hege Christin Stenhammer, Nord University, Norway
- Ivana Bilić, University of Split, Croatia
- Ivana Jadrić, University of Split, Croatia
- Jarosław Jendza, University of Gdańsk, Poland
- Joanna Morawska, University of Gdańsk, Poland
- June Borge Doornich, Nord University, Norway
- Lars Andreas Myrvoll, Nord University, Norway
- Manuel J. Cotrina Garcia, University of Cadiz, Spain
- Marcello Risitano, University of Naples, Italy
- Maria Cristina Pietronudo, University of Naples, Italy
- Mayka Garcia, University of Cadiz, Spain
- Piotr Zelinski, University of Gdansk, Poland
- Prabhpreet Chadha-Gebauer, Kiel University, Germany
- Quentin Sohet, Kiel University, Germany
- Sandra Teodósio Valadas, University of Algarve, Portugal
- Suzanne Gatt, University of Malta, Malta
- Tanja Ellingsen, Nord University, Norway
- Therese Camilleri, University of Malta, Malta

Conference partner institutions:

- University of Cadiz
- University of Gdansk
- University of Western Brittany
- Kiel University
- University of Split
- University of Malta
- Nord University
- University of Algarve
- University of Naples Parthenope.



Co-funded by
the European Union

Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Content

Digital Empowerment for Service-Learning in Higher Education	6
The Mind Behind website	7
Key insights of a student from a digital SEA-EU service learning seminar and project	7
Instructional Design for e-Service-Learning.....	8
Outreach activities at the University of Malta	9
The role of Service Learning in Students' Career Development.....	10
Community Engagement Project at OMNES Education, London School, 2023.....	12
A pedagogy of service and civic action in the heart of London.....	12
Between suspension from outside world to engagement in society. Third mission of Higher Education revisited.....	13
Sustainability policies as service learning	14
Empowering Young Leaders through Service Learning: Navigating Beyond Mainstream Politics in College Education.....	14
Assessing and Nurturing Innovation in Accounting and Finance Graduates.....	15
Good, better, best... or worst! Evaluating Service Learning opportunities within the B.Sc. (Hons) Home Economics programme at the University of Malta	16
Community-engaged learning as a liminal phenomenon outside the traditional HE teaching field: A multi-theoretical landscape.....	17
Service learning in academic curricula – Physical Education students’ attitudes.....	18
Challenges of motivating students towards higher education and service learning.....	19
The role of NGOs in the development of an engaged university.....	20
Community-engaged Informatics education: A robot-assisted approach to STEM learning	21
Pathway to empathy: Enchasing student engagement in humanitarian events towards community-engaged education.....	22
Introduction of Service-Learning in Academic Curricula of the Western Balkan Countries – Teachers’ viewpoint	24
Mapping and assessing diversified university-community partnerships using TEFCE Toolbox - YUFE case study	25
Change your students' college experience and close the gap toward their professional life by empowering them: implement service learning in the curriculum, tie it up with the learning outcomes, and assess it in an effective way	26
Connecting service learning to the identification and removal of barriers that limit participation and learning for all learners	27

Service Learning as Learning for Social Responsibility – or how responsibility can become a key element of educational programs and school culture 28

The incorporation of service learning as a pedagogical approach within the context of vocational education teacher training 30

Universities as honest brokers in regional innovation ecosystems. A study drivers and intentions of collaboration between universities and nongovernmental organisations in the Pomorskie region 31

Students’ attitudes towards personal responsibility and trust in people 32

Interdisciplinary approach in service-learning implementation 33

Learning Labs in strategic development of Service Learning partnerships 35

Leverage points for participatory learning in Service Learning projects - Prototypes to live a University of the Future 36

How Community Wealth Building can foster social innovation: A co-creative, community-based learning approach 37

Polish public universities in the context of service to society 38

Social innovation in practice: the example of the Liberato association 39

Students’ soft skills development in “Rowing together beyond barriers: A pilot project of service learning” 40



Digital Empowerment for Service-Learning in Higher Education

Valentina Furino
Università di Roma LUMSA, Italy
v.furino1@lumsastud.it

Nives Mikelic Preradovic
Faculty of Humanities and Social Sciences, University of Zagreb, Croatia
nmikelic@ffzg.hr

The objective of this poster is to address the need for increased capacity of higher education teachers or trainers and students to manage an effective shift towards digital education. The poster will present two open e-courses: (1) *Digital Empowerment: Training program for higher education teachers, trainers and educational leaders* and (2) *Digital development: Training program for higher education students*, that were both developed as part of the Erasmus project [SLIDE](#) (*Service-Learning as a pedagogy to promote Inclusion, Diversity, and Digital Empowerment*).

The academic teachers will gain insight into knowledge and skills needed for successful and innovative use of emerging technologies in teaching, but also into barriers and negative effects of technologies on inclusion and diversity. The poster will provide them with inspirations on how to become learning experience designers, recognize the importance and benefits of diversity and inclusion practices in their teaching, how to use extended reality to support broader equity and inclusion efforts in online learning environments and distinguish between entertainment games and games for good that focus specifically on creating social change. The open e-course *Digital Empowerment: Training program for higher education teachers, trainers and educational leaders* offers academic teachers the opportunity to analyze their own level of learning experience design skills, identify key elements of learning experience design (LXD), differentiate between universal design, accessibility, and inclusive design and elaborate key areas of opportunity for games with a purpose (GWAPs), artificial intelligence (AI), augmented reality (AR), virtual reality (VR) and robotics in inclusive online learning environments

Furthermore, higher education students who enroll in the open e-course *Digital development: Training program for higher education students* will learn about the possibilities to fully participate in digital education, how to sensitize themselves towards digital inclusion and digital empowerment of underprivileged and underrepresented community members and become empowered to address sensitive contemporary societal issues and at developing their digital competences. They will be informed about four main digital pillars: competence (confident and appropriate use of digital technologies to engage in society), fluency (appropriate use of technologies and application of digital skills to enhance one's own learning, work-readiness or everyday life), intelligence (a set of social, emotional and cognitive abilities that enable individuals to face the challenges and adapt to the demands of digital life) and engagement (appropriate use of digital tools to find, listen to and mobilize a community around an issue). After the completion of the course the students will be able to critically reflect on the use of digital content, recognize the ethical dimensions of using the digital content in digital communication, collaboration and participation and model a more mindful approach regarding the use of digital media in their work, study and life. They will be able to create digital content that is both visually appealing, informative and inclusive to different stakeholders and recognize service-learning as a strategy to enhance digital empowerment of communities and marginalized groups.

Keywords: service-learning, higher education teachers, students, learning experience design, digital empowerment, digital development

The Mind Behind website

Key insights of a student from a digital SEA-EU service learning seminar and project

Ann-Marie Schupp

Kiel University, Germany

stu227562@mail.uni-kiel.de

During the summer semester of 2023, as a student at Kiel University, I took part in the inaugural SEA-EU digital Service Learning seminar. In this document, I outline the main insights gained and obstacles faced throughout the seminar while working on the "The Mind Behind" social change project. The paper is organized to address the fundamental questions: Why did I choose the service learning project? The Service Learning Project was offered at our university, CAU, and ignited enthusiasm within me. It was conveyed to us that it serves the dual purpose of developing projects for society, which are independently conceived and planned, and fostering personal development in this context. I realized that this project aligns well with my desire to create something independently and creatively, while simultaneously helping others, drawing on the knowledge from my studies in Political Science and Philosophy. It also provides an opportunity to work in an international context, enhancing my language skills in English. What was the plan? The initial plan was to contribute more to combating discrimination by creating something that primarily assists those affected. The goal is for individuals to recognize themselves in the context of the world we live in, providing them with the chance to identify and break through imposed prejudices that may not be consciously acknowledged. The aim is to convey a concept that is broadly applicable, not limited to specific groups but adaptable to various situations. This is facilitated through the philosophical concept of duality. The powerlessness felt by those affected is intended to be broken by recognizing their situation and, more importantly, understanding that others cannot perceive their situation due to the principle that we perceive our world only through our own experiences. It is crucial for individuals to know when they are being discriminated against, to avoid feeling trapped in imposed prejudices or adapting to them. Failure to recognize or break these identities perpetuates prejudices, hence the principle of duality. This principle is intended to be diverse in its application, addressing issues such as sexism, racism, ableism, and workplace discrimination related to mental health. Implementation? To remain independent of algorithms, a website was created that is diverse in accessibility and can be promoted through social platforms. The website's versatility is intended for future use, including blog entries on topics like identifying workplace discrimination or introducing a journal to discover one's identity in the context of the world. The website is planned to be expanded with videos and additional guides explaining the philosophical concept of duality in this context. Importantly, the focus is on internal insights that individuals can gain through the website, and even those unaffected may benefit. The goal is not to point fingers at others but to foster self-love through knowledge and self-awareness, breaking through prejudices and standing strong against them,

acknowledging their existence. What do I need for the future? I am continuing to seek individuals who can support my project with their knowledge and insights, especially in IT or psychology. Simultaneously, I hope to eventually use this project as a preventative measure and present it to, for example, educators who can then disseminate the website, contributing to the fight against discrimination in our world.

Keywords: Digital Service Learning, students career development, politics, antidiscrimination, Philosophy

Instructional Design for e-Service-Learning

Valentina Furino

Università di Roma LUMSA, Italy

v.furino1@lumsastud.it

Nives Mikelic Preradovic

Faculty of Humanities and Social Sciences, University of Zagreb, Croatia

nmikelic@ffzg.hr

The objective of this poster is to empower higher education teachers and trainers to create digital service-learning materials integrating community services into the students' curriculum. Also, the aim is to spread the knowledge of teachers and trainers on e-Service-Learning (e-SL) methodologies so they can adopt e-SL in their teaching practices, guiding their students in implementing e-Service-Learning while addressing social needs of people with fewer opportunities, especially in cases of emergencies and disruptive events.

The poster will present the e-course for academic teachers that was developed as part of the eSL4EU project (<https://e-sl4eu.us.edu.pl/en/home/>).

The eSL4EU project aims at increasing the social responsibility of higher education institutions through the promotion of the use of e-SL as a way for increasing the hard and soft skills of students through practical experience, also generating a positive impact on the community organizations they will work with and, consequently, on the wider society. The project and the e-course focus on emergence of e-Service Learning as an innovative pedagogical approach based on experiential learning (Salam et al., 2019) within the context of higher education in Europe. e-SL is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs, and they reflect on the service activity to gain further understanding of course content, a broader appreciation of the academic discipline, and enhanced sense of civic responsibility. In e-SL the educational experience is mediated by Information and Communication Technology (ICT) wherein the instructional component, the service component or both are conducted online, often in a hybrid model. As such, e-Service Learning provides many opportunities in online education, because it offers an experiential praxis in which students are involved through technology in civic enquiry, in reflections and actions, collaborating with the community.

The e-course is developed in six languages: English, Polish, Croatian, Italian, Romanian and Slovak and it enables academic teachers to develop their own instructional design skills in the online environment aimed at the implementation of e-SL methodologies. More specifically, it enables them to apply principles of Cognitive theory of multimedia learning in design of learning materials, identify the principles, structure and elements of digital storytelling for academic knowledge to be integrated into a real situation, use scenarios to provide learners with a realistic context where they can make choices, implement toolkit lessons and microlearning to increase learner engagement, motivation, and knowledge retention and create games to harness human gameplay for tackling community issues.

Keywords: e-Service-Learning, higher education teachers, instructional design, community-university partnerships

Outreach activities at the University of Malta

Maria Cordina
University of Malta
maria.cordina@um.edu.mt

Joseph Cacciottolo
University of Malta

Over the last two decades the University of Malta (UM) has encouraged a widening of scope and shift in its mission to facilitate learning and promote research. In addition to the traditional academic pursuits, there has been sustained outreach to the public and increasing integration with diverse communities. This reflected the changing needs and the rapidly transforming *milieu* of Maltese society. In turn, this has led to more civic engagement and service-learning, both considered integral elements of higher education.

The UM considers outreach as a dynamic process, as well as an evolving narrative reflecting societal needs and modern educational philosophies; its commitment to outreach not only benefits the Maltese community, but also enhances the impact of the university itself, as well as its relevance locally and reputation at an international level.

The UM increasingly reaches out to underserved and underrepresented communities, both those who are predominantly Malta-born as well as immigrant groups. The UM has a physical presence in a particularly underprivileged inner-harbour area in the form of the Cottonera Resource Centre, set up to serve as a bridge between different local communities and entities of the university (University of Malta, n.d.).

Outreach is integral to the UM's ethos and responsibilities, especially since it is the only complete university in Malta possessing the ability to address comprehensively the needs of the community. This paper will describe a selection of many varied outreach activities and aims at showcasing the UM's responses to the various needs of Maltese society.

The Mobile Dental Unit (MDU) run by the Faculty of Dental Surgery, performs regular dental screenings covering the islands of Malta and Gozo, in addition to participating in school programs and philanthropic activities providing oral health advice, dietary counselling, and smoking cessation advice. These services are directly provided by staff and students who perform their civic duty by helping reduce oral health inequities in the Maltese community. The MDU is also instrumental in providing service learning to the Faculty's students (Gainza Cirauqui et al, 2022). During the COVID-19 pandemic, the MDU was redeployed to serve the community as an outreach vaccination hub, as part of the National Vaccination Program.

The Faculty of Health Sciences, through the Department of Mental Health have conducted national campaigns addressing different aspects of mental health in Maltese communities. #STOPSTIGMA-national campaign was a highly successful national awareness campaign on mental health using tools compiled by mental health nursing students and lecturing staff. This UM-led campaign also engaged several popular personalities to act as 'Ambassadors' to promote mental health and wellbeing. Other stakeholders acted as strategic partners in implementing mental health campaigns amongst groups of employees, specific clients and residents of long-term care facilities via dedicated communication channels and social media (Mental Health Europe, 2018).

The Department of Clinical Pharmacology and Therapeutics, within the Faculty of Medicine and Surgery works with Caritas Malta Epilepsy Association (CMEA) in the service of society-at-large. This led to the organization and delivery of in-service courses on epilepsy to teachers, facilitators, police officers, social workers and healthcare professionals. A key function of the academic staff involved in outreach is to disseminate accurate information aimed at dispelling commonly held misconceptions about epilepsy

(Caritas Malta Epilepsy Association, 2021). The 2024 National Epilepsy Forum will be jointly organized between CMEA and the University focusing on patient empowerment and public involvement in epilepsy. The Forum will include the participation of an international panel and a diverse inclusive audience involving persons with epilepsy and their relatives, caregivers, health care professionals, researchers and students.

Keywords: Outreach, underserved communities, University of Malta

The role of Service Learning in Students' Career Development

Milosh Raykov

University of Malta, Faculty of Education

milosh.raykov@um.edu.mt

Service learning and volunteer work are valuable high-impact educational practices that, according to rigorous evaluations and systematic reviews, have a significant positive impact on students and their communities. However, despite the significant positive effect of such educational practices, this type of study is less frequent than studies that examine other factors that influence student learning outcomes and career choices.

The main objective of this paper is to present evidence on the impact of service learning on students' career development. The proposed paper is based on data from mixed methods studies conducted at two large research-intensive universities in Canada and two small-scale studies of extra-curricular and volunteer activities in Malta. The number of participants in these studies conducted through online surveys and individual interviews exceeds 5,000.

Results demonstrate that a considerable proportion of students participate in unpaid work (44%) during their full-time studies. Results also show that students who participated in unpaid work spent 6 hours on average in such activities. Regarding motivation for volunteer work, most full-time students demonstrated a strong interest in participating but also many barriers that prevent them from engaging in such activities and balancing time for learning, unpaid work, and paid work. Our study also demonstrated that students who participated in unpaid work positively evaluated the impact of this activity on their university studies and future careers. According to our survey, most students report that unpaid work is closely linked to their university study program and has a robust positive impact on their plans for future professional work. Our participants also reported a significant impact of unpaid work on developing the knowledge and skills required for their future employment. Results also demonstrated a strong positive impact of student involvement in unpaid work on students' interest in learning and their program of study.

Evaluations of the short- and long-term outcomes of service learning at two large research-intensive universities in Canada and studies of volunteer activities at the University of Malta identified similar positive effects on the participants. Results demonstrated that participation increases students' awareness of the value of service learning and their interest in participation in similar volunteer and service learning activities. The results of our studies demonstrated a significant positive impact of volunteer work and service learning on student academic outcomes and career choices. Future studies and the promotion of the existing results in this domain should be focused on increasing awareness among students, educators, and

decision-makers to promote these activities and provide opportunities for students' involvement in such valuable educational practice.

Keywords: service learning, volunteer work, higher education, learning; career choices

Exploring the Impact of Service Learning on Emerging Architectural Professionals in Practice: Enhancing Social Responsibility in High-rise Housing Designs

Raweyah Al-Sedairawi

University of Malta

raweyah.al-sedairawi.20@um.edu.mt

This study explores the impact of service learning on emerging architectural professionals' development and their ability to foster social responsibility in high-rise housing designs. Through hands-on projects serving communities, participants not only gain practical architectural skills but also develop sensitivity to social, cultural, and environmental implications. Analyzing service learning's influence on teamwork skills reveals its role in cultivating collaboration, essential in architectural practice. High-rise housing presents challenges to traditional notions of home and urban living, reflecting socio-cultural shifts influenced by various factors. Sustainable design aims to minimize environmental impact and enhance inhabitants' connection to their surroundings. Learning approaches in construction organizations vary, emphasizing networking and experimentation. Design strategies, such as spatial design, can enhance social connectivity in high-rise buildings. Service learning enhances student learning and community relationships in construction programs. The housing sector is crucial for sustainable urban development, emphasizing social and economic sustainability. Community engagement and sensitivity to social, cultural, and environmental implications are essential for built-environment professionals working on high-rise projects. This research focuses on emerging architectural professionals' ability to increase social responsibility in high-rise residential architecture through service learning. The choice of high-rise housing as a case study stems from its negative reputation in some contexts. While initially a postwar solution to housing demands, high-rise buildings lacked community engagement. Service learning is crucial in planning for societal well-being, particularly in housing typologies. The study aims to shift perspectives from critical war to cohesive project building, considering planners' roles and stakeholders' demands for participation. By informing educational institutions, practitioners, and policymakers about the benefits of integrating service learning into architectural professionalism, this research contributes to the field's sustainable growth and development.

Keywords: Service Learning, Emerging Architectural Professionals, High-rise Housing Designs, Social Responsibility.

Community Engagement Project at OMNES Education, London School, 2023 A pedagogy of service and civic action in the heart of London

Maria Lusitano Santos

OMNES Education - London School

Mlusitano-santos@omnesintervenant.com

marialusitanosantos@gmail.com

This paper explores the dynamic intersection of transformative learning and civic engagement within the context of the creation and development in 2022 of the service learning program “Community Engagement Project” (CEP) at OMNES Education - London School, a private French University located in London.

CEP was created in 2022 and has been running since. It aims to transform the educational experience of OMNES students, through active community involvement. By integrating for the first time, service learning into the curriculum, OMNES Education-London School, seeks to cultivate a sense of civic responsibility and social awareness among students, and actively educate students towards one OF OMNES Education main values and goals - the education of global citizens.

The paper delves into the key components of the project, highlighting the establishment of meaningful partnerships with local Community Organizations and Social enterprises located in central London and the intentional design of this course, which bridges academic knowledge with real-world issues.

Bearing in mind that the primary objective of CEP is to teach and raise awareness about the UN Sustainable Development Goals (SDGs), the project enhanced students' practical experience by matching them with local organisations that actively work towards the attainment of the SDGs, such as urban gardens and farms, community centers working with homelessness and/or the inclusion of migrant/political refugees, sustainable businesses developing sustainable products, food rescuing organisations, community arts organizations working with senior citizens and/or promoting wellbeing etc .

In 2022 and 2023, the collaboration included organizations such as City Harvest, Café Joyeux, Melon Gate, SVFamily Project, Literacy Pirates, Grand junction, Organic Lea Farm, Hermitage Housing Association, Gunnersbury Park & Museum, University College London Hospitals, Arts Project Kings Cross, Calthorpe Gardens, Red Lion Square Association and others. As stated, all the organisations were working in varied ways, towards the SDGS, which enriched students' engagement across diverse sectors

CEP's learning outcomes also included the organisation of a final event at our campus where all partner organizations, the University staff and students could meet and celebrate students' work, and it contributed to the opening of the University to the local community.

Highlighting a commitment to community engagement and global citizenship, the CEP has experienced significant growth since its inception in 2022, expanding from 60 students in 2022 to over 160 students in 2023, enrolled in diverse postgraduate and undergraduate courses such as Business Administration, International Creativity, and International Relations.

Furthermore, the paper explores the empowerment of students, granting them agency in identifying and addressing community needs. The global perspective is also woven into the narrative, broadening students' understanding of citizenship beyond their immediate surroundings. Assessment methods that measure both

learning outcomes and the impact of service activities are discussed, along with strategies for creating an inclusive and sustainable culture of civic engagement.

The paper will provide insights into the transformative potential of integrating civic engagement into the educational framework and how OMNES Education's Community Engagement Project serves as an example of service learning in higher education, by aiming to educate socially responsible and active global citizens.

Keywords: Service learning, community engagement, civic engagement, UN Sustainable Development Goals.

Between suspension from outside world to engagement in society. Third mission of Higher Education revisited.

Jarosław Jendza

University of Gdańsk, Poland

jaroslaw.jendza@ug.edu.pl

The question of how to be in the service of society seems to have a clear, almost intuitive answer, according to which the university needs to be open, cooperative and ready to invite various social agents in the process of academic education. This thread of argumentation is related to the so called third mission of HE, which – in line with Bologna Process documentation – will contribute to the quality education, aligning syllabi with social needs and expectations and thus to the advancement of the society as such. Various teaching methodologies are implemented in order to provide such HE which will meet these social demands, service learning being one of the dominant one. At the same time there is growing body of research showing that it is through suspension of the world outside, through disconnecting with society, politics, and private life that study practices may come into being. In other words, students need to come to the university and “leave their life outside”. The symbolic entering the lecture hall, closing of the door by the teacher and focusing on a subject matter are necessary to experience studying. The paper presents results of the conceptual research exploring the tensions between the social engagement of the university and the necessary closeness of the academic world. The presentation offers possible organizational solutions of how these two (perhaps contradictory) tendencies can coexist in HE.

Sustainability policies as service learning

Vincent, Caruana

Centre for Environmental Education and research – University of Malta
censu.caruana@um.edu.mt

This paper is divided into three parts. The first part is a literature review of the current state of green and sustainability policies in higher education, in particular universities, with a focus on teaching, research, infrastructure, and community engagement. After presenting a snapshot through the literature review, this paper will make a theoretical argument on why a Sustainability Policy that takes a whole institution approach is central to any discussion on Service Learning and the process of creating a more engaged university. The third part of this paper will present the results of a process currently taking place at the Faculty of Education at the University of Malta, namely that of creating a Sustainability Policy that will be followed up by an action plan. As part of this process, three separate questionnaires were administered to gather data from students, academic staff, and administrative staff. This is part of a participative and inclusive process aiming at creating a bottom-up Sustainability Process, that takes into consideration the various perspectives, as well as the constraints and strengths perceived by the different actors. The results of these questionnaires were analyzed in light of the existing literature, as well as in the context of Service Learning.

Keywords: Sustainability Policy, Whole Institution Approach, Inclusive Processes.

Empowering Young Leaders through Service Learning: Navigating Beyond Mainstream Politics in College Education

George Vital Zammit

University of Malta

This paper delves into the transformative role of Service Learning in fostering leadership skills among college students, particularly in the context of disillusionment with mainstream politics. It addresses the challenges young people face, such as a lack of knowledge, skills, and resources, when seeking alternative routes for social and political engagement. Drawing from the foundational work of Astin et al. (2000), the paper highlights how Service Learning acts as a vital platform for developing essential leadership competencies, including effective communication, team collaboration, structured planning, and community building. Building upon Eyer and Giles's (1999) research, the study illustrates how engagement with real-world challenges through Service Learning equips students to adeptly handle complex social, political, and community issues, fostering a robust spirit of active citizenship. This is further reinforced by insights from Clayton and Bringle (2012), who emphasize the value of civic education in such learning experiences. Central to this paper is an analysis of the "Taking the Lead" program, as a pedagogical toolkit designed to encourage student activism in politically aligned environments.

Assessing and Nurturing Innovation in Accounting and Finance Graduates

Anne Marie Thake

University of Malta

This research paper focuses on the assessment and nurturing of innovative capabilities among graduates in the field of Accounting and Finance. With rapid technological advancements and evolving business landscapes, the traditional roles within these disciplines are undergoing significant transformations, demanding a paradigm shift towards innovation and adaptability.

The study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews, to gauge the current innovative capacities of recent graduates in Accounting and Finance. Through this assessment, it aims to identify the existing skill sets, mindsets, and knowledge areas that contribute to innovative thinking within the domain. The research delves into the pedagogical approaches and educational strategies implemented within Accounting and Finance programmes to nurture and develop innovative capabilities among students. It explores the efficacy of various teaching methodologies in fostering a culture of innovation among graduates.

The paper also examines the industry perspectives and expectations regarding the innovative skill sets required from Accounting and Finance professionals. Insights from industry stakeholders will inform the discussion on bridging the gap between academic training and the practical demands of a dynamic professional landscape.

The outcomes of this research aim to offer valuable insights to higher education institutions, curriculum designers, and educators on effective approaches to integrate innovative thinking within Accounting and Finance programmes. The findings will contribute to the enhancement of educational practices, facilitating the development of graduates equipped with the essential innovative capabilities to navigate and excel in a rapidly evolving financial and business environment.

Keywords: Accounting, Finance, innovation, skills, education institutions, bridging the gap

Good, better, best... or worst! Evaluating Service Learning opportunities within the B.Sc. (Hons) Home Economics programme at the University of Malta

Suzanne Piscopo

Department of Health, Physical Education and Consumer Studies, Faculty of Education, University of Malta

suzanne.piscopo@um.edu.mt

The vision of the B.Sc. (Hons) Home Economics at the University of Malta is to offer students professional training for career paths leading to improvement of the quality of life and to the wellbeing of individuals, families and the larger community. In line with the multiple literacies framework for Home Economics, the programme focuses on responsible resource management, targeted communication skills and behaviour change strategies with an emphasis on food, nutrition, health, family functioning, housing, interiors, textiles, fashion, personal finance and consumer affairs. Within the 3-year programme students have several opportunities for engaging in tasks which can be of service to others. Such tasks can be particular assessments for different study-units, or tasks integrated within the different yearly placements. They can be individual tasks or group tasks and can range in duration from a few hours to a few days or weeks. The application of knowledge and skills in order to improve different literacies of the target persons or group, or to help collect data which in turn will be of value to the wellbeing of others, is at the centre of any planning, design and implementation of these tasks. The purpose of this paper will be to gather more detail, from different stakeholders, on the perceived benefits of these service learning opportunities. Whereas students' evaluations have been obtained over the years through the purposive University channels, and some of the students' suggestions have already been implemented, feedback from the lecturers of pertinent study-units and from the placement hosts has been ad hoc and more casual rather than formal. Adopting a mixed methods approach involving survey via questionnaire, interviews and document analysis, positive and less positive features of the Service Learning experiences will be identified taking into consideration the needs, insights and recommendations of students, lecturers and placement hosts. The results will then be used to inform the revision of the B.Sc. (Hons) Home Economics programme and enhance the streamlining of Service Learning as a pedagogic tool within the programme. It will also help to design appropriate continuing professional training for lecturers on the programme and serve to enhance the relationships and collaborations between the University department where the BSc programme is housed and placement hosting entities. The ultimate goal is for students and the larger community to appreciate and experience the B.Sc. (Hons) Home Economics programme as a potentially efficient vehicle for extending student learning into the community and for grounding the students' learning in real-life contexts.

Keywords: Home Economics programme, Service Learning opportunities, Curriculum integration, Stakeholder evaluation

Community-engaged learning as a liminal phenomenon outside the traditional HE teaching field: A multi-theoretical landscape

Bojana Ćulum Ilić

University of Rijeka, Faculty of Humanities and Social Sciences

bojana.culum@ffri.uniri.hr

The philosophical and pedagogical inspiration of community-engaged learning (CEL) is highly related to John Dewey's progressive educational ideas. Dewey believed that students should be active and distinctly involved in their own learning process through well-designed experiential activities that could serve as incentives for young people to become involved in community and have stronger civic commitment (Dewey, 1938, according to Madsen and Turnull, 2005). With time, the theoretical insights of Kolb and Schon on the role of reflective thinking in experiential education (Cone and Harris, 1996; Eyler, Giles, & Schmiede, 1996) and then cognitive psychologists such as Vygotsky and Bruner, who pointed out that learning is highly individualised and involves the creation of meaning (Honnet & Poulsen, 1989) have greatly contributed to the empowerment and dissemination of CEL into HEIs throughout the world. CEL also relies on critical theory and feminist pedagogy. As noted by Friere (1973) and Shor (1987), critical theory emphasises that education is political and should therefore include a dialectical approach to problem analysis and setting, and a critique of social systems, especially the education system. Feminist pedagogy also pushes for critical thinking and dialogue related to the educational aspects of privilege and power. Last but not least, more recent theoretical frameworks analyse CEL through lenses of engagement pedagogy (Lowery et al., 2006), the transformative model (Kiely, 2005), and postmodern pedagogy (Butin, 2005). All these theoretical frameworks have signalled the importance of positioning CEL in the context of compelling and immediate social issues of their surrounding locales.

Such a real-world related context exposes CEL to be analysed through an additional theoretical perspective - as a liminal experience. In this paper, I therefore use Turner's concept of liminality as a platform for discussing mounting (research) evidence indicating the impact that CEL has on students' biographies. Turner (1969) describes liminality as a phase that has few or no characteristics of the previous or the next phase, in which individuals or groups have ambiguous characteristics. It is the state of 'in-between', the state of interspace in which one passes from one experience to another. In this liminal 'space and time', individuals are deprived of their usual identity while on the verge of personal or social transformation. This liminal situation is characterised by freedom, egalitarianism, informal togetherness and creativity. Liminality can be observed in individuals, groups, or society as a whole. As this paper is oriented on students, liminality is observed and interpreted on both individual and group level.

A CEL course is viewed as a liminal phase, i.e. as that educational, innovative, creative, interdisciplinary and intersectoral interspace into which students have moved from previous experiences of (dominantly) traditional teaching. Through their experience of participating in courses shaped by the CEL principles, students - if we follow Turner's explanation - are separated from their usual identity. In the context of this paper - separated from their identities associated with traditional teaching anchored in selected (mono)disciplinary "yards". Referring to the characteristics of the liminal situation - freedom, egalitarianism, informal togetherness and creativity - a CEL course can be described precisely by the given attributes. Such interpretation lays a patch for CEL to be further studied within the liminality as an additional framework that has a potential to contribute to a more robust theoretical frame of reference.

Keywords: community-engaged learning, liminality, liminal phenomenon, community-engaged learning in HE.

Service learning in academic curricula – Physical Education students' attitudes

Đurđica Miletić

*Faculty of Kinesiology, University of Split, Croatia
durdica.miletic@kifst.eu*

Alen Miletić

*Faculty of Kinesiology, University of Split, Croatia
alen.miletic@kifst.eu*

Ivana Jadrić

*Faculty of Humanities and Social Science, University of Split, Croatia
ijadric@ffst.hr*

Service Learning (SL) activities on the academic level are challenge-based and credit-based activities with many confirmed benefits for students, such as improving academic and personal skills, critical thinking, teamwork, and effective communication. For physical activity and sports academic areas, SL implementation in academic curricula can be linked to several Sustainable Development Goals (SDG) regarding good health and well-being, quality education, and economic growth. Also, the implementation of SL content in Physical Education (PE) academic curricula helps transform a conventional teacher-centered approach in the realm of Physical Activity and Sports education into the contemporary student-centered educational model. By participating in SL activities, the role of Physical Education Teacher Education (PETE) is changing, and they are becoming competent to serve the community in the 21st Century. On the other hand, students learn in different contexts, from real-life examples, and participate as co-creators in their educational service. The assumption for this research is the possible difference in the perception of the SL benefits among PE students who are previously experience-conditioned. Those differences should be respected in preparing SL projects and creating student-centered curricula to achieve the best possible effect of connecting academia to society. This study aims to explicitly analyze the impact of SL on Physical Education Teacher Education (PETE) students' EP using a mixed methods approach. The first step was to analyze the differences in benefits students perceive from participating in SL activities. An additional step was made comparing the benefits with their previous motor experience. The initial long version of the SELEB questionnaire (SErvice LEarning Benefit) developed by Toncar et al., with six categories: civic responsibility, interpersonal skills, leadership ability, ability to apply knowledge, general life skills, and critical thinking, was used for measuring SL benefits for PE students. Research groups are defined based on students' previous motor experience, considering the type of dominant previous motor activity and level of previous dominant motor skill. Data for defining research groups were determined using the semi-structured interview. Two main research groups were conducted on the sample of students of PE aged between 20 and 24 based on previous motor experience: competitive sport previous dominant motor skill (N=35) and recreational previous dominant motor skills (N=23). According to the Analysis of variance, significant differences were found in the critical thinking SELEB sub-scale ($F=5.11$; $p<0.03$). For a better insight into the type of previous motor experience, two main research groups were divided into subgroups: competitive sport (team, martial, and individual) and recreational sport (social, self-directed, and artistic). Analysis of variance and Tukey HSD test were used for defining differences between research groups based on dominant motor skills. Significant differences were noted between team and individual competitive sport dominant groups in leadership ability, ability to apply knowledge, and general life skills SELEB subscales. According to the obtained results, previous motor experience should be taken into consideration in developing student-centered curricula and SL content implementation into higher education programs in the field of physical education and sport.

Keywords: quality of education, previous motor experience, service-learning

Challenges of motivating students towards higher education and service learning

Martina Tomasović

University Department of Professional Studies, University of Split, Croatia
mtomasovic@oss.unist.hr

Antonija Roje

University Department of Professional Studies, University of Split, Croatia
ababic@oss.unist.hr

Marko Radeljak

University Department of Professional Studies, University of Split, Croatia
marko.radeljak@gmail.com

Higher education has always been associated with a better lifestyle, greater opportunities, better employability, and financial security. Also, there is an assumption, if not a prejudice, that individuals who have acquired a high level of education are more valued in society and have significantly more influence. However, in the last few years, we have witnessed a significant shift in the labor market, where in the Croatian economy there has been a high demand for labor force, especially labor force with only secondary education. The need for low-qualified or nonqualified employees has gotten to the point that the domestic labor force can't meet the demand of Croatian employers, significantly in the tourism/service sector as well as the construction sector. Therefore, there has also been a change in student perception and their choices, whether to proceed with higher education, or to enter the labor market immediately after concluding their secondary education. Considering the facts mentioned above, we are facing challenges in terms of how to motivate students towards higher education, in order to progress as a society and as an economy. The aim of service learning in higher education is that the teaching courses identify what specific type of service is needed, taking into account the features of the specific environment/society/economic trends, with the final goal of including the students in carrying out the necessary services.

Through this paper, the current state of higher education (schooling) is shown, primarily using the example of the Republic of Croatia. By analyzing the collected data, the factual situation is determined regarding the trends of inclusion in higher education. Also, current trends regarding the choice of profession are presented. For research purposes, a survey was conducted among 30 students of the third year of professional undergraduate studies, as well as among 13 students of the second year of specialist graduate studies, in order to examine the level of interest and motivation of the students in service learning. Only students of the University Department of Professional Studies were included in the research, given that they have the course "Professional/Specialist Practice" as part of their university education. There is great potential in enabling students to complete the mentioned course through service learning, which is why it is crucial to examine student interest in such an approach. A comparison of research results between undergraduate and graduate students is also conducted.

In conclusion, after the analysis and presentation of the aforementioned data and trends, the final goal of this paper is to define the concrete challenges we face as a society, which aims to be recognized on a global level as a society of professionals and experts in specific economic sectors. Also, the aim is to provide a clear picture of whether young adults are motivated to conclude their education process by implementing service learning in their study programs, in order to contribute to society.

Keywords: higher education, society, labor market, service learning.

The role of NGOs in the development of an engaged university

Vesna Vujević

Editor-in-chief Radio Kampus, University of Split
vvujevic@unist.hr

Radio Kampus is a non-profit, local student radio, founded by students gathered around the "Students for the Students" association, 7 years ago. In February 2022, it received a concession on the frequency 104.1 MHz, and the University of Split became the official owner and publisher of the media. Radio Kampus focuses on several goals in its work - but its priority is to create a stable and recognizable platform for young people and students in the city of Split (and beyond), to inform, educate, and involve them in everything connected with young people. Although the main goal is to inform students and the young, as well as the entire academic community through one platform, its contribution including information about the academic community and the activities within the University, cannot be ignored. Before Radio Kampus started broadcasting, no media in Split was specialized for young people and students. Today, the program is carried out by volunteers and students on internship from the Communication and Media Studies at the University of Split. There are currently about 50 active members, and more than half of them participate in the realization of a program that can be labeled as socially useful.

In the paper, we will present radio shows and other forms in which students participate to point out social problems. Sometimes it will be their engagement in humanitarian actions, and other times, the revitalization of topics that are marginalized in other media, and concern important social issues - mental illnesses of young people, inclusiveness of students with disabilities, gender inequality, ecology, protection of student rights, etc.

The work of students on the shows "They and with them" (show about gender equality), "Đirada" (show for students with disabilities), and "My Mind is on Fire" (show about mental illnesses of young people) will be presented separately and individually. There are also forms of journalism, such as interviews from a live program realized by student volunteers, in which they host relevant people from the community and the University, opening topics such as the involvement of students in sports, humanitarian actions, student rights, etc. Student engagement in the radio program on these issues becomes an example of socially useful learning. First of all, connecting with NGOs in different spheres teaches them diversity, for the first time they encounter real problems on the ground and gain insight into the problems of each association and thus of society itself. NGOs benefit because Radio Kampus provides them with media space in the form of possible solutions and public speaking about the topic, and the audience, on the other hand, receives all information about the subject, the problem, and the possibility of possible involvement to minimize or eliminate the problem. Only with the joint efforts of the mass media, in this case the university radio, and NGOs can come to light and perhaps solve the problems of ignorance of the audience and education on certain issues that concern young people. It should also be emphasized that times are different and that many students themselves are involved in the work of NGOs, and from that perspective they proposed certain topics for elaboration in shows or live programs. By working together, these actors create a relationship of trust and a research atmosphere that is necessary to put important issues on the agenda.

Keywords: Radio Kampus, NGOs, Radio show, University of Split

Community-engaged Informatics education: A robot-assisted approach to STEM learning

Antonela Prnjak,

University of Split, Faculty of Science, Department of Computer Science
antonela.prnjak@pmfst.hr

Monika Mladenović

University of Split, Faculty of Science, Department of Computer Science
monika.mladenovic@pmfst.hr

Matea Prnić

University of Split, Faculty of Science, Department of Computer Science
mujdur@pmfst.hr

Saša Mladenović

University of Split, Faculty of Science, Department of Computer Science
sasa.mladenovic@pmfst.hr

In today's world, marked by significant economic and other disparities, technology emerges as a powerful tool to bridge these gaps. Service learning within the fields of computer science and informatics holds enormous potential in addressing these challenges. The seamless integration of technology into a wide range of devices has widespread effect that pushes the bounds of traditional literacy and demonstrates what is often acknowledged as 21st-century literacy often named digital or computational literacy. Still, despite omnipresence of technology, the women remain one of the largest underrepresented groups in computer science area. Although there are no differences in cognitive abilities between gender reported, differences in attitudes

persist, primarily conditioned by socio-cultural factors where the STEM (Science, Technology, Engineering, and Mathematics) field is still considered as “man’s” domain. Informatics teachers can play a vital role in increasing girls’ participation in technology from an early age, focusing on changing the conditions in the social environment rather than on gender differences.

In the context of education, Informatics (Computer science) teachers are essential in carrying out the responsibility of smoothly incorporating STEM education and encouraging student involvement in the community. In the Republic of Croatia, informatics teachers have been educated following university graduate programmes since 1988. At the same time Informatics, as separate school subject, has been implemented into elementary and high school curriculums since the early 1990s. During studying for Informatics teacher, students have several opportunities for service-learning activities. An example of such activities is promoting informatics through workshops from kindergartens to high schools.

In this paper, we present the results of the workshop conducted in elementary school using the Nao robot for promoting STEM field. A workshop was conducted among 84 second and third graders as an extracurricular activity. The main goal of the study was to investigate the effects of robot-assisted instruction on students' motivation and interest in STEM fields, with an emphasis on Informatics. The purpose of the study was to determine whether using robotics could be a way to boost students' interest and involvement in their future occupations. The fact that the learning process was similar to playing a game suggests that the dynamic and interactive aspect of robot-assisted education plays a major role in the entire educational experience.

Interestingly, compared to the boys, girls demonstrated a higher interest in programming and working with robots, according to the research findings. This surprising finding emphasizes how crucial it is to create inclusive and diverse learning settings that support each student's unique abilities and interests, regardless of gender. In light of their potential to improve educational achievements and close the gender gap in STEM-related professions, the study proposes the ongoing research and application of robot-assisted teaching approaches.

Keywords: Informatics education, robot-assisted instruction, STEM inclusivity, service-learning activities

Pathway to empathy: Enchasing student engagement in humanitarian events towards community-engaged education

Senka Borovac Zekan

University Department of Professional Studies
sborovac@oss.unist.hr

Katja Rakušić Cvrtak

University Department of Professional Studies
krakusic@oss.unist.hr

Sara Križanović

University Department of Professional Studies
sara.krizanovic@gmail.com

In a time marked by heightened societal awareness, investigating the cultivation of empathy through student participation in volunteer activities stands as a beacon of long-term transformative engagement. This research explores the intricate development of empathy among students, mainly focusing on their involvement in humanitarian events. While volunteering is distinct from Service Learning (SL), this study seeks to bridge the gap by envisioning pathways for integrating such experiences into a framework of community-engaged universities.

The profound impact of volunteer endeavours on students has been well-documented, revealing a complex network of heightened empathy, especially towards marginalized communities and individuals with disabilities. This research delves into the transformative potential of such experiences, emphasizing their significance in scholarly discourse and their pivotal role in moulding socially aware individuals. The case study approach reveals the intricate facets of empathy within student volunteers and its essential role in fostering a compassionate society.

The study is rooted in a case study of the "Days of Volunteers" event organized by the nonprofit organization "Mi." Employing a qualitative approach, this research examines the effects of the event on student volunteers, with a specific focus on their empathy levels towards children with disabilities. While acknowledging the differences between volunteering and SL, the methodology is crafted to pave the way for future development, considering the integration of such experiences into sustained and structured study practices and programmes.

The findings underscore numerous positive aspects of holding events like the "Days of Volunteers" within society, particularly among its most vulnerable groups. Notably, students exhibited heightened empathy

towards children with disabilities, showcasing the transformative potential of such initiatives. The study illuminates an immediate impact on empathy levels and a sustained commitment to post-event volunteering, thus laying the groundwork for future Service Learning activities.

Based on these findings, the research envisions a trajectory for future development, proposing ways to integrate volunteer experiences into Service Learning within higher education institutions. Nonprofit organizations can leverage these insights to design initiatives promoting long-term engagement and continuous cooperation with universities. Furthermore, universities are encouraged to consider incorporating community-engaged education into their curricula, fostering graduates who are empathetic and socially responsible graduates.

Keywords: the nonprofit sector, humanitarian organizations, Service Learning, community-engaged universities



Introduction of Service-Learning in Academic Curricula of the Western Balkan Countries - – Teachers' viewpoint

Ivana Bilić

Faculty of Economics, Business and Tourism, University of Split

ibilic@efst.hr

Gorana Duplančić Rogošić

Faculty of Economics, Business and Tourism, University of Split

gduplanc@efst.hr

Service learning as a pedagogical methodology is the one of the latest concept across the European Union. The introduction of a new academic methodology is usually accompanied by logistical and administrative issues (Adler-Kassner et al., 1997). Some other issues can slow down the progress, such as the need for more knowledge about the topic or the teachers' current workload. Even though the availability of EU funding is advancing education across Europe, the Western Balkan countries are slower than the rest of the EU in introducing new concepts and methodologies in the education system. The primary goal of the introduction of service learning is to link theory with practice and classrooms with communities (Butin, 2006) in order to enrich engaged students and others with practical experience and awareness of community problems with the aim of raising responsible citizens. The key benefit of implementing service learning is personal and professional development for students, but also in-depth peer-to-peer learning through classroom reflection for non-involved students. Traditionally, service learning as a pedagogical methodology finds its place in the studies of humanities and in other social sciences such as business studies. Salem et al. (2019) found that the use of service learning is most wide widespread in academic disciplines as follows: 30% in health sciences and nursing, 17% in business and economics / ILI in business economics, 14% in computer and information sciences, while the lowest figure is 2% in mathematics, linguistics and communication sciences, engineering and hospitality and tourism. Salam et al. (2019) stated that more research is needed on the role of service learning in the higher education sector. There is also a need to be more clearly define what service learning is and is not, and to combine different approaches to student professional development, such as internships or volunteering. The primary aim of this research is to explore possible models and, in a second step, to investigate the presence of Service Learning in Business Studies curricula at universities in the Western Balkans universities as a second step. At the same time, in a first step, the literature background of the introduction of Service Learning and the presentation of possible misinterpretations will be analysed. In a second step, the business studies curricula will be analysed to explore the presence of Service Learning in Business studies in the Western Balkan.

Mapping and assessing diversified university-community partnerships using TEFCE Toolbox - YUFE case study

Bojana Ćulum Ilić

University of Rijeka, Faculty of Humanities and Social Sciences

Tea Dimnjašević

University of Rijeka, YUFE

Els Grieten

University of Antwerp, YUFE

Magdalena Stremplewska

University in Toruń, YUFE

Nicolaus Copernicus

University in Toruń, YUFE

Silvia Gallart

Universidad Carlos III de Madrid, YUFE

This paper aims to examine the benefits of TEFCE Toolbox - a novel European framework for community engagement (CE) in higher education - which has been purposefully designed to progress the CE agenda in a European context. The purpose of the TEFCE Toolbox as an institutional self-reflection framework is to serve as a reference tool for universities, communities and policymakers to better understand the dimensions of CE in higher education and as a practical tool for universities to determine how well they perform as well as where they can improve. Centred around seven recognised thematic dimensions of CE in higher education (teaching and learning; research; service and knowledge exchange; students; staff; management policies and management engagement), the TEFCE Toolbox guides users through a process to identify CE practices at their institution and then encourages participative discussions with multiple stakeholders that results in an “institutional community-engagement heatmap” for the university as a whole, indicating following:

- the level of authenticity of community engagement practices,
- the range of societal needs is addressed through community engagement,
- diversity of communities engaged with,
- the extent to which community engagement is spread across the university, and
- the extent to which the engagement practices are sustainable.

TEFCE Toolbox incorporates a customised analytical framework “SLIPDOT analysis” (referring to Strengths, Areas of Lower Intensity, Areas with Potential for Development, Opportunities and Threats). This allows for universities to gain further insight on CE in highly participatory discussions with academics, students and community representatives, whilst considering issues of geographical context, disciplinary mix, scarcity of resources, research and teaching base and future opportunities for development.

This paper follows the process of TEFCE mapping and assessing various forms of partnerships between universities and the non-academic actors through empirical cross-case study analysis of universities in the YUFE alliance. The findings indicate that the TEFCE Toolbox facilitates context-specific applications in different types of universities and socioeconomic environments. Incorporating insights from engagement practitioners, students and community representatives, the TEFCE Toolbox was successfully applied in YUFE universities with diverse profiles and missions. The process facilitated the recognition of CE achievements and the identification of potential areas for improvement for each of the YUFE universities. Despite a range of international initiatives, there remains an absence of initiatives within the European higher education area that focus on developing tools to comprehensively support CE. The TEFCE Toolbox and YUFE case-study analysis presented in this paper address this gap in knowledge. The broader societal contribution and social responsibility of higher education have become increasingly prominent on the European agenda, as well as on the agenda of many European universities' alliances. The TEFCE Toolbox represents an innovative, robust and holistic European framework with the potential to support universities in reflecting upon their pursuit of addressing grand societal challenges, whilst promoting CE among both academic and non-academic actors.

Keywords: University-community engagement, Engagement in higher education, University-community partnerships, TEFCE Toolbox, Case-study

Change your students' college experience and close the gap toward their professional life by empowering them: implement service learning in the curriculum, tie it up with the learning outcomes, and assess it in an effective way

Sonia Lenk

Department of Modern Languages, Western Kentucky University, United States

sonia.lenk@wku.edu

This paper reflects on the following experiences: 1) applying "The \$100 Solution" model to Service Learning and each of its five pillars (partnership, reciprocity, capacity building, sustainability, and reflection) to courses on campus and study abroad. It is based on service learning best practices literature to provide structure, implementation, and can be a complement or an integral part of a course, 2) Incorporating the model with learning outcomes, including developing hard and soft skills, and 3) assessing students' learning—using Bloom's taxonomy, the adherence to the five pillars of the \$100 Solution, the completion of their assignments in preparation to their project, the project implementation, and collaboration.

This paper aims to advance the conversation on finding practices with proven results and overcoming barriers for service learning students, so faculty can incorporate these practices with the necessary adjustments in the curriculum. While it is true that most college students perceived experiential learning (including service learning) as important to helping them gain knowledge and skills required for the workforce, experiential learning has also a role preparing students for citizenship and civic engagement. From this holistic perspective, it becomes pivotal to institute a model, relevant learning outcomes, and

assessments that allow students to flourish, while developing holistic skills into a rewarding project and service learning experience.

This paper employs a qualitative approach and incorporates the principles and goals of service learning, as well as students' reflections. Reflections were strategically elicited at different steps of the project. Finally, the data was analyzed using a thematic analysis method.

Based on the analysis of the students' perspective, the students felt strongly about the following: 1) "The \$100 Solution" model and the five pillars as an assertive model to work with the community, 2) developing their skills, and 3) helping the target community meet their needs. On the other hand, the challenges that students encountered are the following: 1) anxiety in intercultural communication when dealing with the target community, 2) time conflict between members of the team to meet outside class, 3) time management to accomplish the action plan, 4) the difference in structure between a service learning class and a traditional class, and 5) the decision making options required at different parts of the project.

These findings provide insight into the strongest points acknowledged by and the challenges faced by the students in different service learning courses. These insights help faculty to incorporate the strongest design qualities and make provisions to address the challenges that students encounter within service learning, when designing and implementing a service learning project or course.

Keywords: Service learning, higher education, \$100 Solution, learning outcomes, assessment.

Connecting service learning to the identification and removal of barriers that limit participation and learning for all learners

Manuel J. Cotrina García

Departamento de Didáctica, Universidad de Cádiz
manuel.cotrina@uca.es

Mayka García García,

Departamento de Didáctica, Universidad de Cádiz
mayka.garcia@uca.es

This paper presents a didactic-pedagogical proposal linked to initial training of future teachers that orients Service-Learning towards the development of inclusive education. It is the result of the shared reflective work of a group of teachers from the University of Cadiz, within the framework of the research project "What are we forgetting in inclusive education: a participatory research project in Western Andalusia" (PID2019-108775RB-C43). The proposal connects two of the core elements of service learning: the awareness of social needs and service (action proposal), with a central element of inclusive education: the identification and removal of barriers, which limit or prevent the presence, participation and educational progress of all learners (Ainscow, 2004).

This orientation in the implementation logic of SL projects aims to address a shortcoming widely reported in the national and international specialised literature on the limitations of the current curricula of the degrees linked to initial teacher training, in relation to the training of a more inclusive teaching staff, as well as agents promoting educational inclusion (Echeita, 2022). In this sense, this work explores the

potential of SL as a didactic strategy with an inclusive base connected to active and participatory methodologies and experiential learning.

The first element mentioned above, awareness of social needs, orients the proposal towards a process of barrier identification. Operationally, this involves linking the identification of factors, obstacles, and elements that restrict or hinder the participation and learning of pupils and groups, in situations of vulnerability, in a specific and real socio-educational context, such as a school or non-formal education entity, with the detection of needs in SL projects. At the same time, it is intended that the service proposals should take the form of actions directly linked to the reduction or, ideally, the elimination of such barriers. Thus, schools and entities become collaborative spaces in which to identify the need and develop a service. Both processes reveal the potential of service learning to contribute to the creation of more inclusive school environments and facilitate the training of future educators.

This study continues previous contributions made by the authors in relation to different areas of the development of service learning, such as: its epistemological bases (García & Cotrina, 2012), the processes of curricular institutionalisation (García & Cotrina, 2015), innovative experiences developed in the context of subjects related to attention to diversity (Cotrina & García, 2017), or new implementation formulas such as the cascading SL model (Cotrina, 2022). All of them are dedicated to Service-Learning as a promising strategy with great potential in the context of preparing future teachers.

We are currently designing formulas for implementing this proposal in various subjects related to inclusive education. We are currently designing formulas for implementing this proposal in We are currently designing formulas for implementing this proposal in various subjects related to inclusive education. Its upcoming implementation and evaluation will allow us to draw conclusions about its effectiveness.

Keywords: Inclusive Education, Social Needs, Barriers and Service-Learning

Service Learning as Learning for Social Responsibility – or how responsibility can become a key element of educational programs and school culture

Ivana Jadrić

Faculty of Humanities and Social Science, University of Split, Croatia,

ijadric@ffst.hr

Ivanka Buzov

Faculty of Humanities and Social Science, University of Split, Croatia

ibuzov@ffst.hr

In educational discourse, a range of perspectives for the 21st century emerges, focusing on goals such as democracy, human rights, gender equality, multiculturalism, the environment, sustainable development, moral development, etc. All these perspectives share a common emphasis on fostering responsibility. By promoting responsibility as a key educational goal, there is a recognition of the need for education to contribute to addressing contemporary issues. This sense of responsibility towards the communities in which we live is increasingly embedded in current national strategies and is a cornerstone of global initiatives such as the UN Sustainable Development Goals (SDGs). SDGs serves as development points that expedite actions that ensure inclusivity, leaving no one and no place behind.

In this context, higher education reforms intensely focus on enriching study programs that, in addition to collaborating with potential work environments for students (work-based learning), highlight and implement service-learning, volunteering programs, and other community collaboration initiatives aimed at developing social responsibility and acquiring social capital among students. Many institutions actively endorse service-learning as a widely adopted strategy to facilitate community outreach programs. Particularly, the service-learning (SL) program is aptly developed within the framework of education for sustainable development as a "cumulative area," one that supports the discourse of education for responsibility and its full affirmation as a "philosophy of education." This study examines how service-learning is embraced as an educational initiative that promotes students' personal responsibility in society through different initiatives at the University of Split.

The paper first outlines the importance and role of implementing service-learning in education, followed by the presentation of research results conducted in two phases. In the initial phase of the research, data were collected from all faculties within the University of Split through a brief questionnaire sent to the faculties' administrations regarding the extent to which projects, courses, and other activities with a service-learning component are implemented within their faculties (mapping of the previously delivered activities). Subsequently, content analysis was conducted on the faculties' websites, reviewing strategic documents and other available information regarding the topic of service-learning and social responsibility. According to the list of the reported activities there is visible a trend towards orientation of higher education institutions towards social inclusion in society. On the other side, through content analysis of websites, it was noticed that all reported activities are not clearly communicated via the website as a tool that can simultaneously reach relevant internal and external stakeholders and create a certain image in society.

Keywords: education, service-learning, social responsibility, new social (educational) paradigm, image.



The incorporation of service learning as a pedagogical approach within the context of vocational education teacher training

Therese Camilleri

University of Malta

therese.camilleri@um.edu.mt

This position paper explores the synergistic integration of service learning principles with vocational pedagogy in the Master's in Teaching and Learning (MLT) for Vocational Education program offered by the Faculty of Education at the University of Malta. Situated against the backdrop of the introduction of vocational subjects in secondary education in Malta during the 2011-2012 academic year, this paper examines the potential benefits and implications of incorporating service learning principles within a Master's programme of pre-service teacher training in vocational education.

Service learning, characterised by the fusion of academic learning and community service, establishes a reciprocal link between the classroom and the community, encouraging active student engagement in addressing authentic community needs (Kasinath, 2013; Iqbal & Rani, 2023). When integrated into vocational education teacher training, this approach aims to enrich the educational experience by providing students with opportunities to apply theoretical knowledge in practical settings, such as the workplace and the community, while fostering reflective thinking about the social implications of their actions (Butin, 2010).

Concurrently, vocational pedagogy underscores the significance of practical, job-specific skill development essential for success in specific professions. Rooted in experiential learning, integrating theory and practice, and collaboration with industry, vocational pedagogy seeks to align educational programs with current workforce demands (Billett, 2001; Engeström, 2004). These principles bridge the gap between academic learning and practical application, preparing students for their chosen vocations' unique challenges and requirements.

To furnish tangible and practical support for the arguments presented, this paper will explore particular instances of community-based projects initiated and showcased by students enrolled in the Master's in Teaching and Learning (MTL) program. These examples will be concrete illustrations of integrating service learning principles within the vocational education teacher training framework. This exploration seeks to explore the real-world relevance of service learning, further contributing to the ongoing discourse on the potential synergies between these two educational approaches.

This paper envisions the symbiotic relationship between service learning and vocational pedagogy, proposing an integration that provides a holistic educational experience. The goal is to equip future vocational educators with the practical skills needed in their field and a sense of social responsibility and community engagement. The envisioned integration transforms vocational education classrooms into dynamic spaces for inquiry, reflection, and collaboration, aligning with service learning and vocational pedagogy ideals. Ultimately, this approach seeks to contribute to the professionalisation of teachers in vocational education, preparing them to navigate the evolving landscape of vocational subjects and community needs.

Universities as honest brokers in regional innovation ecosystems. A study drivers and intentions of collaboration between universities and nongovernmental organisations in the Pomorskie region

Joanna Morawska

Adam Mickiewicz University, Poznań
joanna.morawska@ug.edu.pl

Sylvia Mrozowska

University of Gdansk

Anna Mlynkowiak-Stawiarz

University of Gdansk

Robert Bęben

University of Gdansk

Arkadiusz Kozłowski

University of Gdansk

The health, environmental and economic crises that modern societies are struggling with mean that universities are increasingly becoming the addressees of questions about how to prevent them, how to mitigate their negative effects and, finally, how to build resilience and generate innovations that will enable meeting complex social challenges in the era of accelerated technological transformation (GUNI 2022). This is accompanied by a gap between the development of science and society, which has been a hidden challenge for decades. One of the proposed solutions is the quadruple helix model – a concept of increasing cooperation between higher education institutions and civil society, which is represented by the non-governmental organisation (NGO) sector (González-Martinez et al. 2021). The considerations presented in this study indicate the growing importance of cooperation between NGOs and universities. It is reasonable, therefore, to ask what factors prompt such cooperation. The research presented further in the paper focuses on NGOs and their propensity to undertake joint activities with universities with the use of the two theories as the basis of the study, the assumptions of which relate to the importance of intentions in the decision-making process: Ajzen's theory of planned behaviour and Shapero's entrepreneurial events theory. The main results indicate that barriers to cooperation between NGOs and universities stem primarily from the respondents' perception of the low level of agency of their organisations. Low agency manifests itself in a lack of propensity to act, which translates into lower levels of the behavioural intent to cooperate. Passivity, understood in this way, results from the feeling that an organisation's members have no influence on its operations, and it is largely dependent on external factors, as perceived by the respondents. This also involves the respondents' lack of confidence in the ability to carry out plans and the ability to find solutions that help achieve the desired goals.

Keywords: cooperation, NGO, behavioural intent, quadruple helix

Students' attitudes towards personal responsibility and trust in people

Senka Borovac Zekan

University Department of Professional Studies
sborovac@oss.unist.hr

Danijela Perkušić Malkoč

University Department of Professional Studies
dperkusi@oss.unist.hr

Sanja Bašić Roguljić

University Department of Professional Studies
sbasic@oss.unist.hr

Leadership is a complex and multifaceted endeavour involving several different skills and approaches. Influential leaders should possess strong negotiation and communication skills. Leaders should have strong interpersonal skills, including communicating effectively with team members, delegating tasks, and making decisions under pressure. They should be able to build and maintain relationships with key stakeholders, including customers, suppliers, investors, and regulators. The latter requires communicating effectively, orally and in writing, and building trust and personal authenticity vis-à-vis others. In addition, influential leaders should, among other things, possess strong ethical values. Leadership does not only apply to the leader but also includes the followers. The most effective leaders are often those who can understand and respond to the needs and motivations of their followers. This can consist of building trust and credibility, creating a feeling of everyday purposes or providing opportunities for personal and professional development.

Data on respondents' attitudes towards personal and social responsibility, trust in people and personal communication were collected through a questionnaire. The survey questionnaire was distributed online via the Facebook social network and mobile application WhatsApp using the snowball method. After completing the study, the respondents are asked to forward it to respondents they consider relevant to solving it. The survey questionnaire contained four parts, and the questions were asked to examine attitudes about personal responsibility, social responsibility, trust in people, and personal communication. Personal Responsibility Scale (PRS) and Trust in People Scale (abbr. TPS) are psychometric tools used to measure the perceived level of personal individual responsibility. 53 students of the Business Management course participated in this survey—department of Professional Studies.

The research results point to different levels of moral responsibility and conscientiousness, and most respondents believe that most people are not honest, good and kind. Also, most respondents stated that they do not trust other people and that people will not always behave the same way to others as others treat them.

These findings indicate the need to develop the principles of leadership in business management, which would help develop moral responsibility and conscientiousness among employees and construct trust, reliability and reciprocity in interpersonal relationships. Leadership includes making decisions under challenging circumstances, taking responsibility for procedures, and motivating and inspiring others to achieve a common goal. Therefore, applying leadership principles in business management can contribute to developing an ethical and moral business environment and help create a successful and productive

organisation. These principles can be used in different fields, such as health, politics and social sciences, to help make informed decisions and develop more effective strategies.

In today's business world, a company's success depends on many factors. However, two of the most critical factors are leadership and management skills. Business leaders should be capable of leading teams, making critical decisions and motivating their employees. The principles of leadership are crucial to achieving the stated goals. This research provides valuable insight into different attitudes and opinions of respondents about personal responsibility and trust in people and can positively impact understanding of human nature and how people connect and communicate with each other.

Keywords: personal responsibility, trust, leadership

Interdisciplinary approach in service-learning implementation

Maša Buljac

University of Split, Faculty of Chemistry and Technology
masa.buljac@ktf-split.hr

Nediljka Medvidović Vukojević

University of Split, Faculty of Chemistry and Technology

Ladislav Vrsalović

University of Split, Faculty of Chemistry and Technology

Ivana Smoljko

University of Split, Faculty of Chemistry and Technology

Mirko Marušić

University of Split, Faculty of Chemistry and Technology

Margita Radman

Sunce - Association for Nature, Environment and Sustainable Development

Gabrijela Medunić Orlić

Sunce - Association for Nature, Environment and Sustainable Development

Mila Bulić

University of Split, Faculty of Humanities and Social Sciences

Ivanka Buzov

University of Split, Faculty of Humanities and Social Sciences

Marija Nazlić

University of Split, Faculty of Science

Zoran Mihanović

University of Split, Faculty of Economics, Business and Tourism

Sladana Pavlinović Mršić

University of Split, Faculty of Economics, Business and Tourism

Ivana Carev

University of Split, Faculty of Chemistry, Mediterranean Institute for Life Sciences

By allowing students the opportunity to participate in service learning activities that address community needs and reflect on these experiences in class to gain a deeper understanding of the course material and a stronger sense of civic engagement, service-learning stands out as a teaching approach that combines theory and practice. At the University of Split in Croatia, service-learning activities have been actively implemented over the past ten years. Environmental protection has been the main topic of student engagement in service-learning activities at the University of Split. Together with the non-governmental organization (NGO) Sunce and professors from the Faculty of Chemistry and Technology, the Faculty of Economics, Business and Tourism, the Faculty of Humanities and Social Sciences, the Department of Marine Biology, and the Faculty of Law, students from the aforementioned faculties have been involved in various projects addressing real needs in the local community. Interdisciplinarity is also becoming increasingly important in higher education; science courses rarely include topics unrelated to the faculty's area of research, especially in STEM fields. Service-learning has several advantages that combine theory and practice, engagement, community needs, job-related skills, and learning outside the classroom. Since the students from the University of Split were part of a group of students from different backgrounds working on the same topic related to environmental protection in cooperation with the non-governmental organization Sunce, one of the core values related to these projects was trans/interdisciplinarity. A trans/interdisciplinary approach, allows complex problems to be tackled in a more sophisticated and comprehensive way than traditional single-discipline approaches. Using a trans/interdisciplinary approach to solve community problems through small student projects allowed students from all disciplines to better understand a problem or phenomenon by combining ideas and methods from different disciplines. Trans/interdisciplinary teams may need to adapt to different disciplinary settings, so they need to be flexible in their procedures and approaches. In addition, trans/interdisciplinary teams need to bring together knowledge from different disciplines to create a more comprehensive and integrated understanding. Trans/interdisciplinary teams are formed in response to complex, real-world problems that a single discipline cannot adequately solve. This can lead to new ideas and insights by bringing together concepts and approaches from other disciplines. The soft skills developed by the students concerned improving their communication skills, motivation, open-mindedness, ability to solve complex problems and transdisciplinary competence to seamlessly integrate knowledge. Students were able to show mutual respect when working in a group and demonstrate that they can adapt and use different methods and technologies to work across disciplines. In this way, the service learning projects and activities contributed significantly to the development of students' skills and competencies, improved their professional development opportunities, and prepared them for the job market.

Learning Labs in strategic development of Service Learning partnerships

Frauke Godat

Kiel University, CitizensLab Berlin, socius Organizational Development Consultants, Art of Hosting network

fgodat@uv.uni-kiel.de

Alice Priori

Kiel University, CitizensLab Berlin, socius Organizational Development Consultants, Art of Hosting network

citizenslab@gmail.com

Julia Hoffmann

Kiel University, CitizensLab Berlin, socius Organizational Development Consultants, Art of Hosting network

hoffmann@socius.de

In the past two decades, practitioners in the Art of Hosting community of practice have been exploring in strategic conversations and dialogue processes the future of learning in higher education while increasing the level of participation and engagement of different stakeholders, e.g. students, teaching and administration staff, and NGO representatives.

Within the strategic development the authors have tested and co-hosted learning labs of participatory learning in developing strategies to implement Service Learning in Campus-Community-Partnerships.

Our approach in those learning labs is designed to create an environment of deep listening, sharing, and reflection, enabling participants to explore the complexity of the challenges they face implementing problem-based learning formats such as Service Learning while harnessing the collective intelligence and expertise of the group.

In this paper, two examples of learning labs are presented with their practices and participatory methods. Afterwards, key learnings are reflected and conditions of success and challenges for future implementation highlighted.

The Art of Hosting is a highly effective way of harnessing the collective wisdom and self-organizing capacity of groups of any size. Based on the assumption that people give their energy and lend their resources to what matters most to them. The Art of Hosting blends a suite of powerful conversational processes to invite people to step in and take charge of the challenges facing them.

The Art of Hosting offers a blend of some of the most powerful methods to create open and meaningful conversation that leads to commitment and good results. Working with a range of collaborative methods – like Circle, World Café, Appreciative Inquiry, Open Space Technology, ProAction Café, graphic harvesting, storytelling and more.

The first example introduced in this paper is a multistakeholder workshop on the Art of Hosting in the winter semester of 2017-18 and an ECTS seminar format for students in the winter semester 2015-16 at Kiel University.

The second example is the „Learning through engagement lab“ within the ERASMUS+-funded project ECEM. The Enriching Communities through Engaged Mobilities (ECEM) project strives to design measures to increase students’ participation in civic engagement initiatives by building connections with Higher Education Institutions and Civil Society Organisations. The ECEM learning lab presented in this paper has been designed and hosted by the CitizensLab in Berlin in October 2023.

Keywords: Campus-Community-Partnerships, Learning Labs, Participatory Learning, Art of Hosting

Leverage points for participatory learning in Service Learning projects - Prototypes to live a University of the Future

Frauke Godat

Kiel University

fgodat@uv.uni-kiel.de

Henrike Mattheis

Biberach University of Applied Sciences

mattheis@hochschule-bc.de

Isabell Osann

Biberach University of Applied Sciences

osann@hochschule-bc.de

Service Learning is an innovative teaching and learning framework at higher education institutions that can enable personal development of all participants, i.e. students, teaching staff, and representatives of Service Learning partners, through social engagement by applying, deepening or extending academic knowledge.

This paper describes and interlinks the teaching experiences and strategic didactical developments within Kiel University (CAU) and Biberach University of Applied Sciences (HBC). The three authors have been collaborating since 2018 in national learning communities for social change education to strengthen changemaker curriculum developments in and across their higher education institutions. Within their peer-to-peer learning processes, they have been constantly challenging and developing their own teaching practices and attitudes and have discovered new learning formats beyond institutional boundaries.

The paper presents two Service Learning teaching formats.

Starting with an example from Kiel: the “Transforming Capitalism Lab”. A general elective module at CAU in the winter semester 2018-2019. At CAU, the “Transforming Capitalism Lab” took place as a blended learning format: students in the seminar took part in the online learning sessions of the Presencing Institute at the Massachusetts Institute of Technology in Boston. The examination format was a learning portfolio with elements of reflecting on one’s own values and with empathy exercises. The offline exchange meetings with Kiel students happened during the semester with dialogue methods from participatory and transformative learning.

The second example is a Campus-Community-Partnership two-semester-module in 2023 between HBC and the FUTURIUM museum in Berlin. The Master's students worked on the task of rethinking education and developing a vision and a strategy for a university of the future. Together with FUTURIUM Berlin, students and teaching staff worked on developing a set of future education maps. Therefore, students worked according to a participatory learning approach: modelling and scaffolding by FUTURIUM with future maps, coaching by teaching staff and students. They analysed trends and scenarios for the future of work, conducted interviews in the education sector and with company representatives and worked in teams to develop the scenarios for future academic learning. Students have engaged in a hands-on co-creative process in teams that integrated design thinking to create profound social innovations. Part of the portfolio was the organisation of a workshop with stakeholders from education to test the first prototype of the future map set in the Learning Lab of the FUTURIUM in Berlin.

The paper is an exploration of the didactical set-up through a description and reflection of methods and exercises from the teaching processes. The paper will conclude with personal, institutional, and structural leverage points which support learning processes of all stakeholders involved.

Keywords: Campus-Community-Partnerships, Participatory Learning, Teaching Staff Learning, Transformative Learning, Design Thinking

How Community Wealth Building can foster social innovation: A co-creative, community-based learning approach

Dr. Inken Reimer

Kiel University

reimer@geographie.uni-kiel.de

Katharina Stützer

Kiel University

katharina.stuetzer@stu.uni-kiel.de

Filiz Kück

Kiel University

filiz.kueck@stu.uni-kiel.de

We live in an age of crises; while we witness increasing harbingers of the climate crises, our economic system seems to be inadequately equipped to serve the many; inequality and poverty is rising worldwide. We are confronted with social and ecological challenges. Students of various disciplines who attempt to initiate change and work towards a socio-ecological and economic transformation must therefore learn to apply potential solutions from theory into practice. Community Wealth Building (CWB) is one of these solutions, enabling the start of an economic transformation at a local level. This paper shows how master students at the School of Sustainability at Kiel University (CAU) in Germany work with CWB in a co-creative, community-based learning approach. Arguably, this approach can foster innovation and contribute to a socio-ecological and economic transformation.

CWB stands out as a non-conventional, practice-oriented strategy focused on fortifying local wealth production and circulation within cities. By doing so, it addresses issues such as poverty and makes local economies less susceptible to external investment fluctuations, global market dynamics, and national budget cuts. The democratization of money and assets at the local level, rather than extraction, fosters more inclusive economies, ensuring fairer distribution of wealth among citizens and promoting social innovation. This empowerment extends to local governments, communities, organizations, and small enterprises, enabling them to actively contribute to the sustainability of their cities.

So far, the approach has mainly been applied in local contexts in the US and the UK. However, it is now being brought to Kiel: under the supervision of Dr Inken Reimer, a project group at the CAU has undertaken a research project to explore the implementation potential of CWB in the maritime city and its environs. An important part of the project is the development and implementation of a CWB teaching and learning module, which has now been taught at the University of Kiel for 1.5 years. The module aims to develop the concept of CWB and its potential application in Kiel and the surrounding area. It is based on a transformative learning approach and, in combination with local CWB workshops and symposia with international CWB experts, should lead to students becoming local change-makers who put their knowledge into practice.

The module unfolds in three stages: initially, students delve into CWB methods and approaches through diverse materials and literature. Subsequently, they engage with Kiel's stakeholders, elucidating CWB concepts and exploring its potential application in their institutions. This phase manifests as tandem projects between student groups and local entities. Finally, students collaboratively design and implement CWB strategies in Kiel, working alongside various societal actors that go beyond the university's walls.

In this paper, we will provide a detailed explanation of the module's structure, our project group's plans for implementing Community Wealth Building in Kiel, and the precise process of collaboration between students and city stakeholders.

Keywords: Community Wealth Building, Democratizing the Economy, Co-creative Development of Solutions, Local-Wealth-Flow, Community-Based Research

Polish public universities in the context of service to society

Agnieszka Dziejczak-Foltyn

University of Lodz, Poland

agnieszka.dziejczak@uni.lodz.pl

Aleksandra Rzyńska

Kazimierz Wielki University, Bydgoszcz

The aim of this paper is to reconstruct and describe the representation of the university model in the context of serving society, using 18 Polish public universities (i.e., those supervised by the minister responsible for higher education) as examples. Public universities in Poland are institutions of higher education that offer a diverse range of study programs at various levels (bachelor's, master's, and doctoral degrees) and conduct research across a multitude of fields of knowledge. A public university primarily relies on public funding rather than private sources, potentially making it more accessible for students. These institutions are typically obligated to adhere to educational and ethical standards established by governmental or accreditation bodies.

In the theoretical framework, we'll compare an entrepreneurial university, focused on serving economic structures like the economy and labor market, with a universalist university dedicated to higher values such as civilization, social progress, and humanitarian causes. The latter is inspired by the universal university model. In 2001, Jose-Gines Mora introduced this term in two contexts: (1) as a university accessible to the vast majority of the population, serving as a university for all, and (2) as a globally interconnected institution, engaging with other organizations worldwide, competing for students and faculty on an international scale, and providing its services within a global marketplace. In essence, it embodies the notion of being a university for all within a new globalized environment.

In conceptual and empirical terms, the analyses aim to identify representations of the university serving society, emphasizing its social role as envisioned by the universal university concept. This is especially pertinent during times of crises such as pandemics, wars, climate emergencies, mental health challenges, etc., which impact societies worldwide. Our research focuses on addressing the question: Do public universities, as socially responsible institutions, effectively respond to these crises, and if so, how?

The paper will present the findings of a qualitative content analysis conducted on official documents from Polish public universities. These documents include university statutes, missions, development visions, and strategies, among others. To provide context, they will be compared with selected documents from leading European public universities. The analysis will begin with conceptualizing and operationalizing the term "universal university," aiming to identify key features of a university acting "in service of society" and not only "at the service of society" (serving society rather than merely being served by it). Expert opinion will also be used.

These features will be categorized into three groups: (1) learning in service of society, (2) education in service of society, and (3) socio-public activities serving society. The research aims to assess the extent and areas in which the mission of serving society is reflected in the documents of the 18 selected public universities. The research program will enable a comprehensive understanding of the model of a university serving society, supplemented by examples of best practices, thereby providing recommendations for Polish universities.

Social innovation in practice: the example of the Liberato association

Antonija Roje

*Department of professional Studies, University of Split, Croatia
ababic@oss.unist.hr*

Paula Marasović

*Department of professional Studies, University of Split, Croatia
paula.marasovic@gmail.com*

Stipo Margić

*Department of professional Studies, University of Split, Croatia
stipo@udruga-liberato.hr*

Contemporary entrepreneurship develops in dynamic conditions where trends and market needs develop rapidly. Factors such as economic uncertainty, environmental change, social innovation and technological

progress shape the contemporary context of entrepreneurship. In this light, social innovation becomes a key factor for facing challenges and achieving social goals.

This research paper explores how support for social innovation can stimulate the development of social entrepreneurship and how social entrepreneurs often serve as drivers of social innovation within their communities. As an example from the real world, the paper analyzes the Liberato Association, which serves as an inspired example of an organization that promises social innovation and provides key insights into the successful generation, implementation and maintenance of social innovation in the contemporary context.

Through the case study of the Liberato association, it is investigated how the Liberato association, an association founded by students and led by students, contributes to social innovations and how the cooperation of the Liberato association with the University of Split and the local community affects the success of social innovations. Exploring this relationship has major implications for the economy and society at large, implying that promoting social innovation and social entrepreneurship can be an essential strategy for achieving sustainable development and dealing with important societal issues. Through such cooperation between sectors, positive changes are created in society, which is clearly demonstrated by the example of the association Liberato, which currently manages active projects that can be described as true social innovations. The first project is LiberatoMap, an innovative platform that aims to display all accessible locations for people with disabilities in most of the urban areas of Split-Dalmatin County. This innovation not only marked the beginning of the work of the Association, but also created a direction for future active engagement in the creation of social innovations. Another project is DisCloud. Its purpose is to enable people with disabilities to have quick and practical access to information about the accessibility of locations. DisCloud manifests itself as an interactive panel powered by solar energy, which simultaneously supports sustainability and environmental protection. The third project is the Guide for students with disabilities (LiberatoTalk). The guide provides basic information for enrollment and course of study and is designed to directly address high school students with disabilities as active decision-makers. The work also aims to contribute to a deeper understanding of social innovations and their connection with social entrepreneurship. A key connection between social innovation and social entrepreneurship lies in the fact that social entrepreneurs often use innovative approaches and technologies to solve social problems. This interaction between innovation and social entrepreneurship results in the creation of sustainable solutions to complex social problems.

Keywords: social entrepreneurship, social innovation, non-profit organization

Students' soft skills development in "Rowing together beyond barriers: A pilot project of service learning"

Marcello Risitano

Department of Management and Quantitative Studies, Parthenope University of Naples

Claudia Maulini

Department of Medical, Sport Sciences and Wellness, Parthenope University of Naples

Maria Cristina Pietronudo

Department of Management and Quantitative Studies, Parthenope University of Naples

Aniello Ferraro

Department of Law and Economics Studies, Parthenope University of Naples

Sustainable needs are emerging worldwide, delineated in socio-environmental and economic aspects, requiring both soft and hard skills to address current challenges (Molderez and Fonseca, 2018). Pedagogy has a key role in preparing future generations to react and solve problems (Shrivastava, 2010) by proposing educational approaches that accelerate the learning effect of students. Service learning is a pedagogical approach that ensures the interaction of knowledge and skills with experience for learning (Ehrlich, 1996).

The paper aims to explore the effectiveness of the service learning approach in testing, in the real environment, hard skills and stimulating the development of soft skills and civic engagement of university students for social challenges. Through participatory observation, the authors intend to assess students' ability to absorb soft capabilities for solving social and complex issues in a short but immersive period. Monitoring tools and materials will be employed to assess the effectiveness of service learning approaches for the development of skills to address economic and social challenges in social enterprises such as sport associations.

The service learning pilot project, named “Rowing together beyond barriers: A pilot project of service learning” involves three different Departments of Parthenope University of Naples: the Department of Management and Quantitative Studies, the Department of Medical, Sport Sciences and Wellness and the Department of Law and Economics Studies. It also involves the Amateur Sports Association "Academy of Oar and Sport," which focuses on pararowing for people with intellectual disabilities. The project is in line with the 2030 Agenda itself (United Nations General Assembly, 2015), emphasizing the role of sport as a pillar for improving health, education, and social inclusion. The purpose of “Rowing together beyond barriers: A pilot project of service learning” is to raise awareness of the relevance of sport activities for people with cognitive disabilities in Southern Italy. Istat (2019) has observed territorial differences with a marked North-South gradient: 11.9 percent of people with severe disabilities living in the North practice sports, compared to 6.3 percent of those living in the South. The rise in awareness may be crucial to supporting the association in meeting their economic and structural needs, as it may engage the local community, attract human resources for training disabled people, attract external financial resources, and indirectly empower athletes with special needs to do better.

The aim of the project is two folds: the learning aim and the service aim. The learning aim will provide for all involved students a real environment in which they develop soft skills in terms of civic engagement and further skills acquired in university courses respectively sport skills for people with disabilities for sport science students; engagement and communication skills for management students, and analytical and normative skills for economic students. The service aim will be to answer to the association's need providing the non-profit organization with a report of good practices to run the social initiative.

Keywords: soft skills; service learning; social enterprises; disabled sport; inclusive policies.