



SUSTAINABLE SERVICE-IN-DS KICK OFF MEETING

Introduction to Service-learning Some of the UNIRi Examples

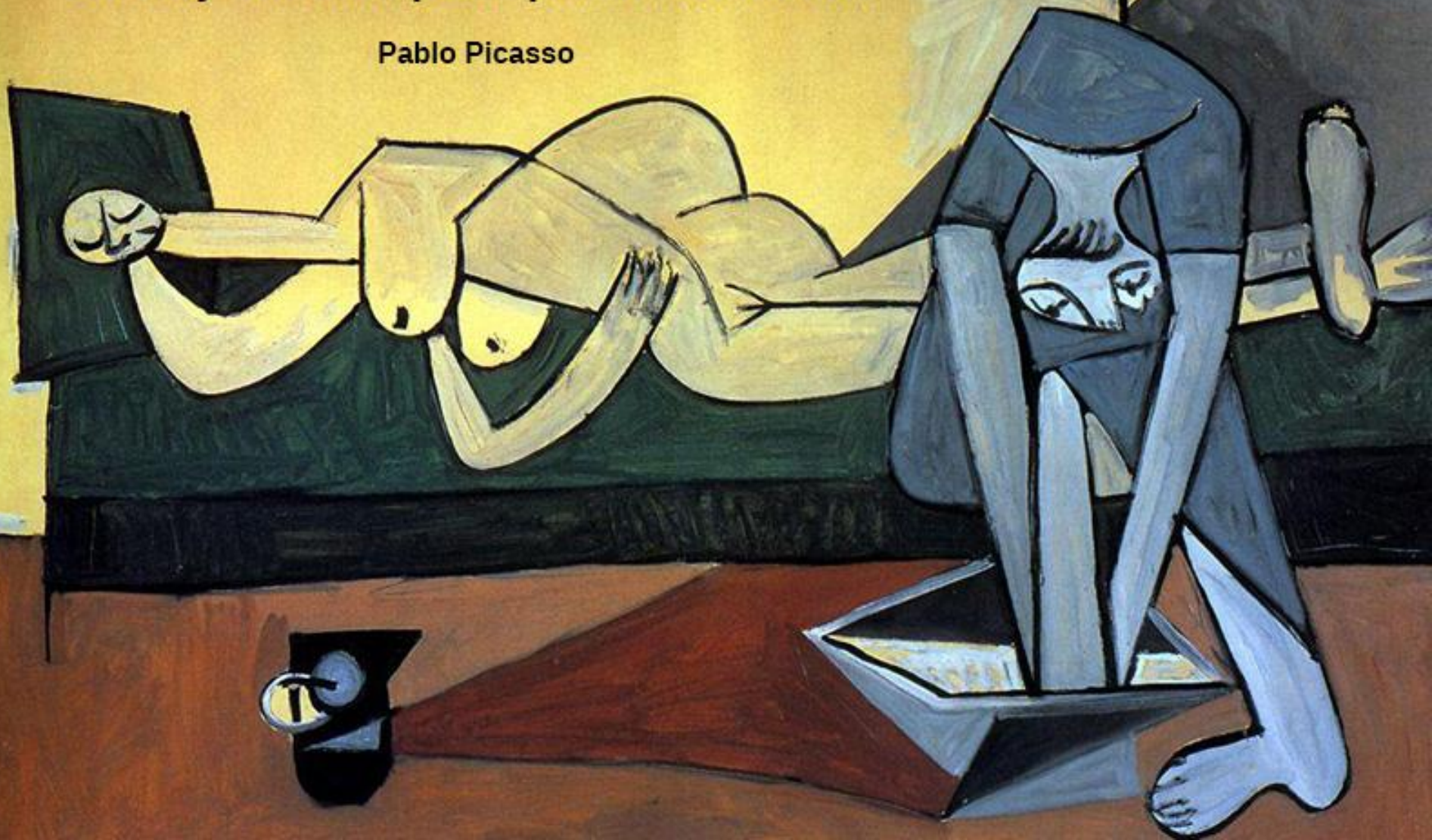
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The world today doesn't make sense,
so why should I paint pictures that do?

Pablo Picasso





What Lies 'Behind' the SL?

“Today's society faces a number of challenges that it must respond to: from the increasing complexity and uncertainty of living conditions, individualization and increasing social diversity, the expansion of economic and cultural uniformity, the degradation of the ecosystems we depend on, and increasing vulnerability and exposure to natural and technological hazards. (...)”



people must learn to understand the complex world in which they live, and be able to cooperate, advocate and act in the direction of positive change

persons acting under the aforementioned UNESCO guidelines are referred to in the recent literature as **sustainability citizens**

The main goal of education is the development of such future members of our society - "sustainably" responsible and active citizens



The Higher Education Context

university

cca 150 mil. students today



community

2025 - 270 mil. students

teachers & students

Readiness to change & Collaboration & Trust & Social Capital

Teaching & Research & Community Engagement

SOCIALLY RESPONSIBLE LEARNING ENVIRONMENT !!!



Where Does SL fit in?

**“UNIVERSITY CIVIC
ENGAGEMENT IMPLIES
ENGAGEMENT IN THOSE
SPHERES OF COMMUNITIES IN
WHICH WE DO NOT BUY OR
SELL, BUT TALK WITH OUR
NEIGHBOURS ABOUT BENEFITS
FOR OUR COMMUNITY.”**

(Barber, 1996)

TEACHING

SERVICE-LEARNING
COMMUNITY-BASED T&L
COMMUNITY-ENGAGED T&L

RESEARCH

COMMUNITY-BASED RESEARCH
COMMUNITY-ENGAGED R.

OUTREACH
knowledge
transfer

DIVERSITY
CONTEXTUALITY

e.g. Science festivals, public
lectures, volunteering in
schools, school gardens, free
music lessons...







Portland State
UNIVERSITY



University of Rijeka

MOVIE TIME :)

Right now



SL studies documenting contributions for students...

- development of student's skills - problem-solving, innovative solutions, communication skills, analytical thinking, critical thinking, ability to work independently, and ability to work in a group
- contributing to the students' prosocial attitudes, and the level of acceptance of cultural diversity and reduction of prejudices
- greater understanding of community problems
- higher appreciation of and for their own commitment to future engagement in the community
- higher social responsibility
- developed civic competences
- construction of authentic learning
- changes in the students' identity - the relation with the object of knowledge, social commitment and their self-concept as agents of change
- ...





SERVICE LEARNING

CRITICAL THINKING • PROBLEM SOLVING • REFLECTION



entry event



PLAN

student-proposed action plan agreement

TASKS

student expectations, goals, responsibilities

JOURNALS

analytical + reflective

TIME LOGS

tracking # of hours required

EVIDENCE

pictures of service, interviews with community connection

MESSAGES

share insights, give constructive feedback

SELF-ASSESSMENT

reflect on service + connection to
self / society

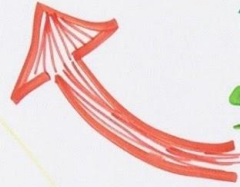
REFLECTION

service learning

vs.

community service

think! talk! write!



WHY?

- strengthen communities
- foster civic responsibility
- address stereotypes
- community connections for career opportunities

Academic CONTENT +



The Science of Service

Created by Elizabeth Solomon

What enabling conditions are needed to have positive local/global impact?



The LEADERS Model of Service-Learning



Service Learning Cycle



University of Rijeka

The University of Rijeka is a socially responsible and open university.

SOME UNIRI SERVICE-LEARNING EXAMPLES

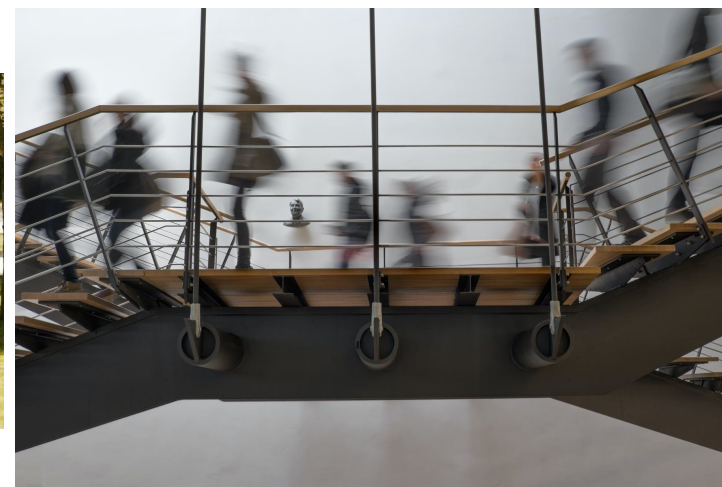
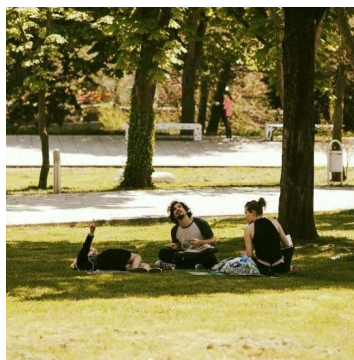
While creating a community whose main value is the high quality of relations between students, professors and staff, we are also striving to be socially sensitive and tailored to the needs of all members of the community. **Only that kind of an university can be innovative, creative and excellent, and at the same time solidary and safe.**



TRANSFORMING OUR WORLD

- **public HE institution // 2nd oldest & 3rd largest university in Croatia**
- **modern European university and center of excellence whose impact extends beyond the region**
- **research, education and student-oriented university that supports social and economic development**
- **among the top 1000 universities in the world (QS), with high research output (QS)**

< 16 600 students
< 1 300 academics
12 faculties
4 departments
174 accredited study programs



UNIRi Links to community engagement

→ Ongoing EU projects: **TEFCE & SHEFCE** + others related with the enhancement of community-based T & R - long tradition of institutional commitment to CE

- ◆ Rector's Award for the Best Student Volunteer (since 2010/2011)
- ◆ Rector's Award for the Best Student Activist Project/Engagement (since 2010/2011)
- ◆ **UNIRi Senate Charter on Formal Recognition of Competences Gained Through Community-Based Engagement (2015)**

→ **UNIRi Strategic Plan 2007-2013, 2014-2020, 2021-2025**

→ **UNIRi R&D centers** - recognised for strong & sustainable relationships with non-academic communities

- ◆ UNIRi CAS SEE [Moise palace – knowledge center with community outreach](#)
- ◆ UNIRi DeltaLab, [Fiume Fantastika Exhibition](#)



**RIJEKA
2020**



EVALUATION RESEARCH (mandatory / 6 ECTS)

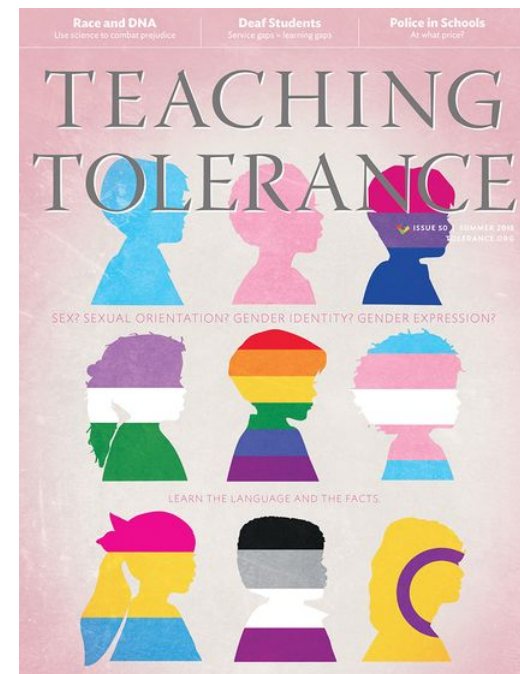
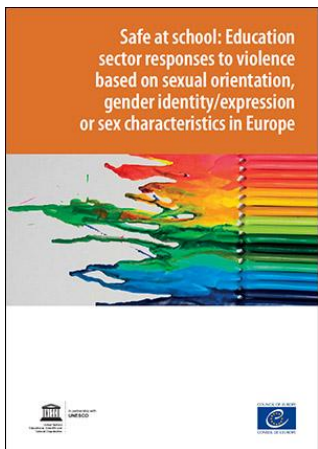
- since 2007/2008, 1 semester long
- SL & CBR (*community-based research*)
- students' research teams
- evaluation research cycle
- social intervention in local community chosen by teacher



- planning and conducting research in collaboration with partners in the community, based on their needs (research design+report)
- presenting results to the public
- over 30 partnering organisations
- NGOs, schools, museums, galleries, local authorities, municipalities, UNIRi...
- recommendations for improvement

GENDER, SEXUALITY AND IDENTITY: FROM OPPRESSION TO EQUALITY (elective // UNIRi level // 3 ECTS)

- available for all UNIRi students , regardless of the major discipline
- students' engagement in 4 local partnering NGOs
- various direct and indirect forms of students' engagement (e.g. workshops with highschool students, radio podcast, living library, position/policy papers, meetings with relevant stakeholders...)



- tailor-made mentoring programmes in organisations
- up to 12 students
- engaging reflective assignments
- transformative potential

Professional development course for teachers and community partners



SCIENCE POPULARISATION (elective // physics // 3 ECTS)

- students' engagement with partnering organisations
- collaborative projects between university, kindergartens and schools
- short, creative and innovative science workshops run by UNIRi professors and students
- specially designed and tailored for preschool / school children and youth



SL courses:

- Decision Theory
- Business logistics
- Management of small and medium enterprises
- International marketing
- Strategic marketing management
- Market research, and
- Internet in Business



- Students engaged in problem-thinking and problem-solving projects focused on real case studies from the community
- Thematic orientation - partnering with several local and national NGOs in a large EU funded project related with the food waste and foundation of the food bank



NO MATTER HOW MUCH
PEDAGOGY WE KNOW,
NO MATTER HOW MANY
DEGREES WE HAVE,
UNLESS OUR STUDENTS
KNOW THAT WE CARE,
THEY WILL NOT LEARN
FROM US.

**THANK YOU
FOR YOUR
ATTENTION!**

**QUESTIONS...?
COMMENTS...?**

