



Sustainable

Service in PS

SERVICE-LEARNING IN A NUTSHELL



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

PART 1
**For project partners
to gain more insights**



PART 2
**For project partners
and their WS**

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SERVICE-LEARNING IN A NUTSHELL



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PART I For project partners to gain more insights (slide 1-20)



SERVICE - LEARNING FROM DEFINITIONS

(outside of higher education context)



- Innovative teaching & learning pedagogy that assists (educational) institutions (or organisations) in fulfilling their complex mission of preparing new generations of socially responsible and active citizens.
- A form of pedagogy which combines the service to community with the learning opportunities offered to the involved students. (Heffernan, 2001)
- Any closely monitored service experience where students assume intentional learning goals and actively reflects on what he/she learns from the experience. (Billig, 2000)
- A method by which students learn and develop social and professional competencies through active participation in community-oriented experiences that are connected to their (academic) curricula and provide them with reflective opportunities. (Furco, 2011)

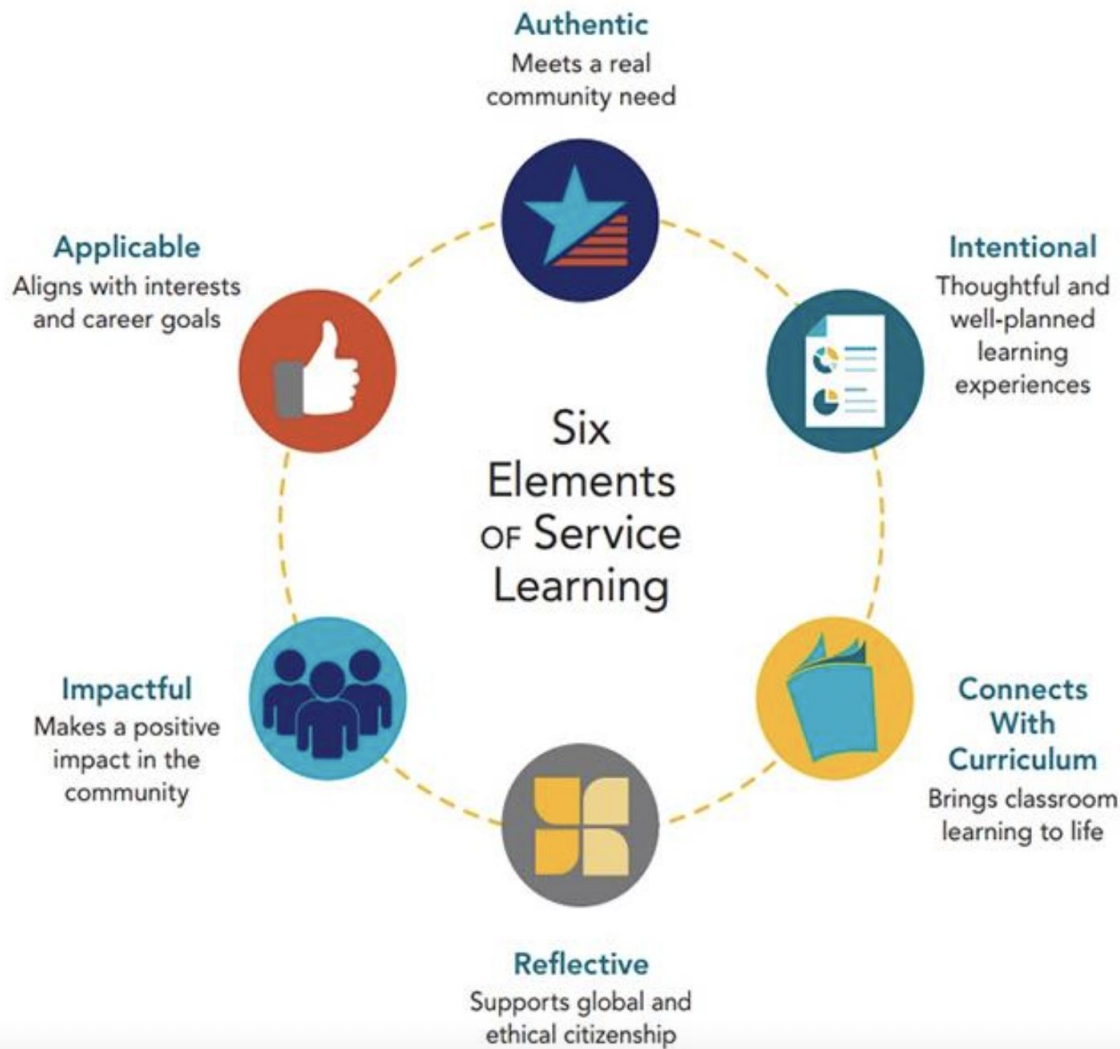


SERVICE - LEARNING

5 MOST-CITED CHARACTERISTICS

- 1) It is designed to meet the real needs of the community
- 2) It is coordinated with an educational institution or community organisation;
- 3) It aims to develop civic responsibility of students;
- 4) It is integrated into the core curriculum;
- 5) It provides a temporal sequence that allows participants to continuously reflect on their own SL experience and learning





Key traits of SL process and desirable impacts on the actors

SERVICE - LEARNING & STUDENTS

WHY? WHAT DOES RESEARCH SAY?

- significant positive effects on academic performance of students
- significant positive impact on critical thinking, writing skills
- significant positive impact on problem solving and moral reasoning
- influences the psychosocial development of participants by increasing personal and social responsibility
- contributes to developing of prosocial attitudes, increasing self-esteem, and developing feelings of appreciation towards cultural diversity
- developing the communication with different social groups + acceptance of diversity
- enabling the creativity development
- contributing to students' feeling that their actions can make a difference for the community + perceived sense of positive influence of their own actions
- ... and much more ...

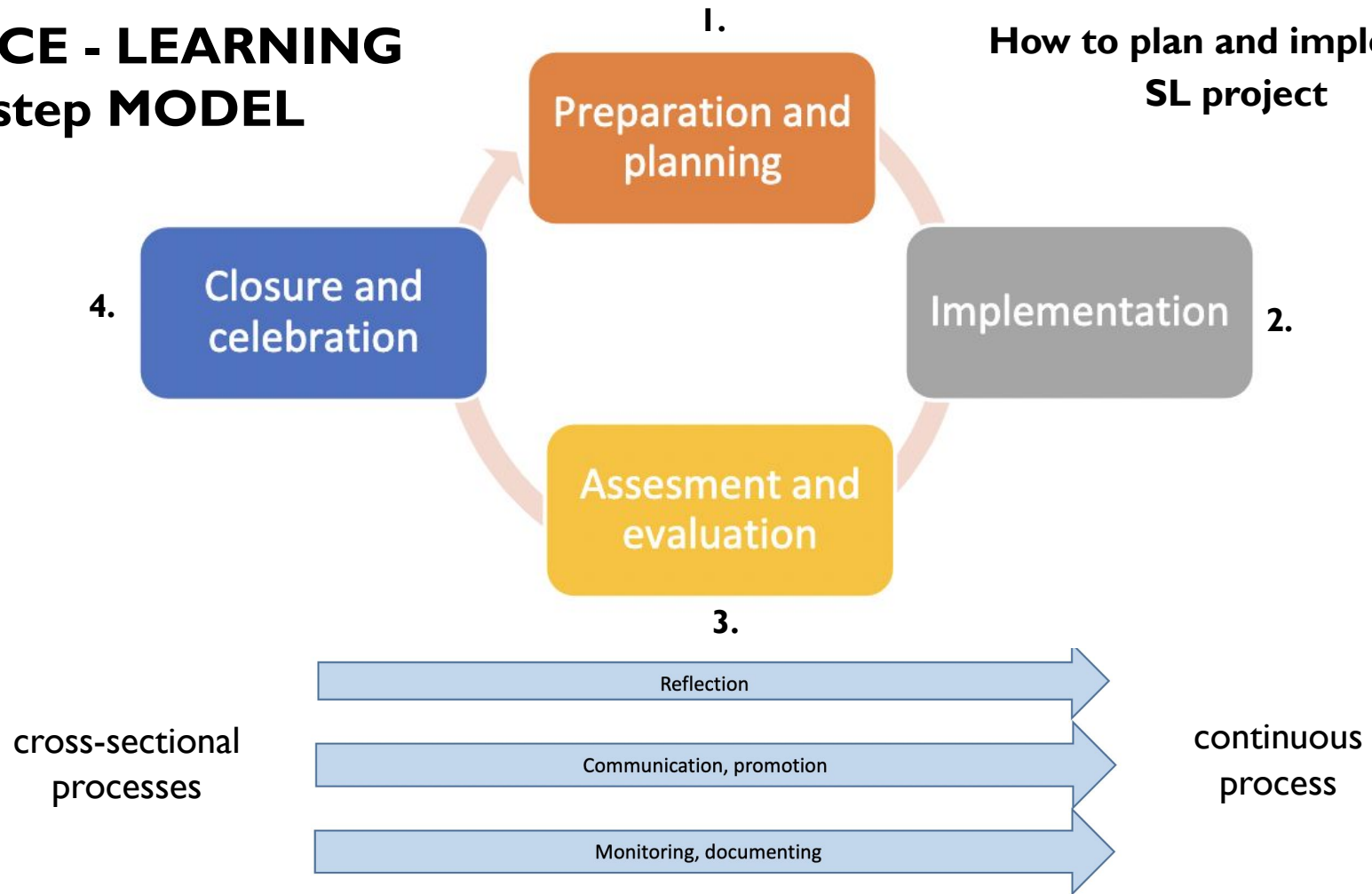
SERVICE - LEARNING & COMMUNITY

WHY? WHAT DOES RESEARCH SAY?

- SL projects/initiatives provide community with substantial human resources to meet its educational, human, safety, environmental and other (real) needs
- contributing to solving problems that exist in practice
- helping young people who are just starting their professional path to get their first 'real-life' working experience
- building relationships with different organisations, institutions, people...
- young people with civic skill
- empowered youth
- better quality of life in (local) community
- ... and much more ...

SERVICE - LEARNING 4-step MODEL

How to plan and implement
SL project



SERVICE - LEARNING

4-step MODEL



Preparation and planning

Students participate in social analysis of a selected issue with identification and confirmation of a community need/problem + determining SL goals (for students, service goals and learning goals) + designing service plan appropriate to the identified need with clarification of roles, responsibilities, resource requirement and timeline to successfully implement the service plan

Implementation

Students implement the SL plan through direct service, indirect service, advocacy or research (4 TYPES of service)

Assesment and evaluation

Feedback from different stakeholders in the process of SL. The aim is not to grade or assess, rather give feedback on the whole process. The goal is to reflect on how successful the learning cycle has been for all the partners involved and to create plans for improvement in the next learning cycle.

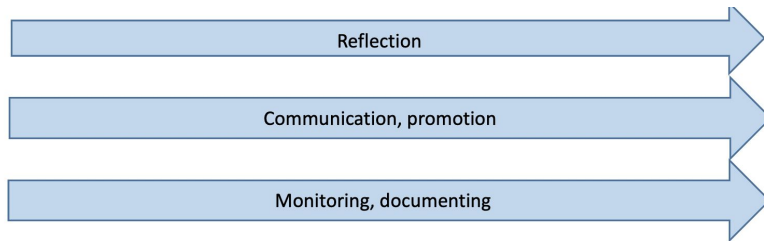
Closure and celebration

Each SL project has its start and finish 'line'. Closure could be presentation of the SL project results with community partners to relevant stakeholders, presentation to media, organized event. Celebrating students' learning and their personal and professional growth is important.

SERVICE - LEARNING

4-step MODEL

Cross-sectional
& continuous
processes



Closure and
celebration

Preparation and
planning

Implementation

Assesment and
evaluation

REFLECTION

Meaning-building process that guides the learner through the community-oriented experiences, facilitating the in-depth understanding of relationships and the connections (procedural and effective) between experiences and the SL concepts.

COMMUNICATION & PROMOTION

Continuous process among all of the participants in the project (organisation, students/learners, other community partners, and wider community). SL project involves creating effective communication channels between the participants in the project and the community. Public promotion + promotion of youth (civic) engagement + promotion of organisation's efforts = brings strong visibility.

MONITORING & DOCUMENTING

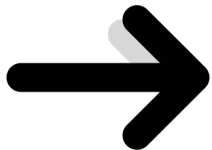
Monitoring and documenting the learning process and actions taken throughout the project provides valuable information for the reflection processes, for evaluation, as for the promotion of the project. There are multiple ways to document SL project's stages and processes (diary, portfolio, notice board, project folder, blog, web page, etc.) and formats (written, audio, visual, multimedia).

4 TYPES OF SERVICE IN SL

DIRECT

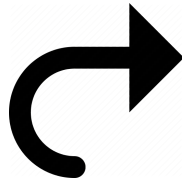
Direct service is type of service that directly affects people, animals or places we want to impact.

This may include volunteering with elderly or cleaning up a park.



INDIRECT

Indirect service might take a form of fundraising money to help some people, animals or places we want to impact. Type of service in which you are not in the presence of a person or a thing you are impacting.



ADVOCACY

Advocacy is when you speak up for or against an issue or solution. When we use our voices (written or oral) to defend our own or someone else's rights, we are being advocates.



RESEARCH

Research involves finding out new information that informs or demands action. It could be collecting data by asking your neighbours to fill in a survey on how happy they are with green areas around the hood.



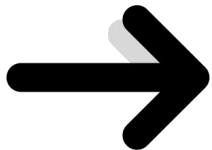
4 TYPES OF SERVICE IN SL: SOME EXAMPLES + VIDEO



DIRECT

Clean up your favorite park in the neighbourhood.

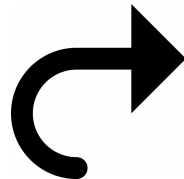
Build birdhouses in collaboration with the local nature centre to attract birds in your area whose home is threatened.



INDIRECT

Make a poster and/or use social media to invite your friends and neighbours to join you in cleaning the park.

Invite friends and neighbours to donate various supplies for building birdhouses.



ADVOCACY

Make photos of the park before & after the cleaning action, and send them with a letter to your local legislators.

Organise a 'bird night' in your neighbourhood to inform everyone about the importance of saving birds' home.



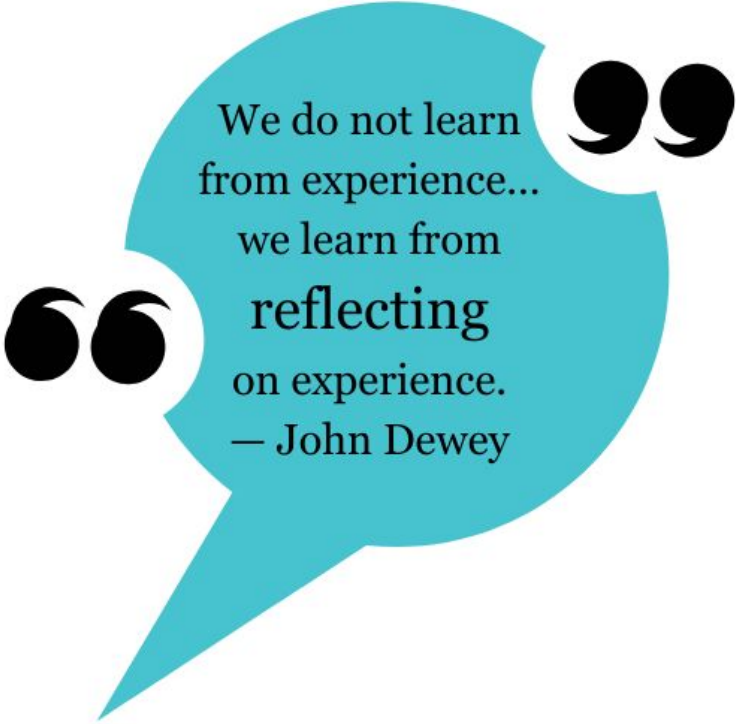
RESEARCH

Make a survey in your neighbourhood about the importance of the (clean) green zones, and share them.

Document your bird houses, and how attractive are they for the birds, take notes on weekly basis and share data.



REFLECTION IN SERVICE - LEARNING: WHY?



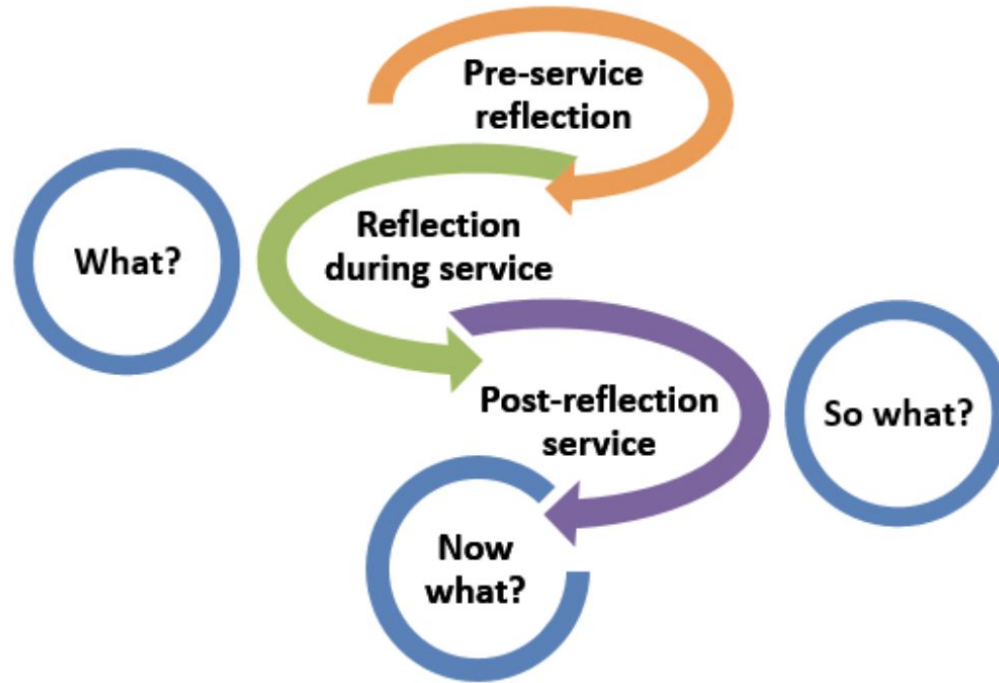
We do not learn
from experience...
we learn from
reflecting
on experience.
— John Dewey

The reflection on experiences becomes the key to understanding the importance of the entire service-learning activity, the means of transferring new experiences to the content of learning as well as to one's personal life.

Reflection is considered a key "ingredient" that transforms experience from SL activity into meaningful learning.

It has a vital role in awareness-building and transforms service-learning into critical pedagogy, with a potential to determine personal transformation and social change.

REFLECTION IN SERVICE - LEARNING: HOW?



STRUCTURED REFLECTION

1) REFLECTION BEFORE ACTION

What do you know about certain issues? What are your initial ideas and opinions? What are your expectations? What do you think you could actually do and learn? How do you feel about it?

2) REFLECTION DURING THE ACTION

Observe. What do the students pay attention to? What do they talk about between themselves? How do they behave? You can make notes to help you in the final reflection. Make them think about what is actually going on...

3) REFLECTION ON THE ACTION

Looking back on the service, searching for the connection between the result of the activity and the learning outcomes. What has changed? How have we changed? Where to go from here?

REFLECTION IN SERVICE - LEARNING: HOW?



REFLECTION IN SERVICE - LEARNING - HOW?

ART REFLECTION

- drawing, photography, making posters, collage, making badges...
- contextualise! Connect directly with your SL project
- e.g. photos before and after SL action (what has change? how do you feel because of that change? how did you contribute to that change? what have you learned?)

MUSIC REFLECTION

- make up a project song together, let students build song lyrics one by one, play instruments, form a project band, sing together
- what kind of a song was it? happy or not? why (not)?
- record the whole process, record the song, play it often...

POET REFLECTION

- let those poet souls write a poem on the SL project topic before and after the project, let them recite the poems later at the promotion/closure/celebration event
- what kind of a poem was it at the beginning? happy or not? why (not)? And what kind of a poem was it at the end of the SL project?

**REFLECTION
VARIATIONS**

REFLECTION IN SERVICE - LEARNING - HOW?

- analyze (local) media and look for the SL project theme - what and how do media write about it?
 - make interviews with neighbours, friends, various partners in the SL project
 - write your own article for the media, include photos from art reflection
-
- writing a letter to local, regional, national legislators - finding arguments to make a strong case
 - role play - someone to play a mayor who opposes your SL project - how to convince him/her?

JOURNALIST REFLECTION

REFLECTION VARIATIONS

ADVOCACY REFLECTION

- form media/journalist team, give them roles and assignments to document the project
 - create your own SL project journal or newsletter (use both art and poet reflection assignments)
 - create your own radio show/podcast show and place the importance on the SL project
 - short daily/weekly news from the field - post on facebook
-
- letter to a major TV show and/or newspaper editor - offer a show on your SL project - why is it important? Why it should be on a TV? What can others learn from your SL project?

REFLECTION IN SERVICE - LEARNING - HOW?



REFLECTION VARIATIONS

- find interesting ethical dilemma(s) related with chosen issue/theme and your SL project
- discuss such dilemmas, create ethical case studies
- discuss ethical issues on the spot if something happens

**ETHICAL
REFLECTION**

- continuous - the idea is to capture the process, learning, and (personal) change before-during-after
- personal reflections of any kind

**DIARY
REFLECTION**

- reading literature, popular magazines, (local) media, anything relevant for the chosen SL project
- writing about lessons learned from readings, about conflicts detected, writing pro/contra arguments in relation with the SL project
- use that to write imaginative dialogue between people in conflict on the chosen SL issue and how they overcome it

**READING &
WRITING
REFLECTION**

Service Learning: Real-Life Applications for Learning

- school example -

Video time... 

THE END OF PART I



Sustainable

Service in NS



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SERVICE-LEARNING IN A NUTSHELL



Service Learning

learn to serve — serve to learn

PART 2

**For project partners
and their WS**

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WHY SERVICE-LEARNING?

**PHILOSOPHY OF CONNECTEDNESS BEHIND
SERVICE-LEARNING**



WHAT IS SERVICE - LEARNING?

Innovative pedagogy that brings the joy of learning while serving the others and the community.

Balanced approach to experiential learning that ensures equal focus on both the service provided to the community and the learning that is occurring.



WHAT IS SERVICE - LEARNING?



A powerful pedagogical tool where learning becomes social, emotional, cognitive, multicultural and interpersonal.

Inspirational pedagogical tool where meaningful serving and learning empowers & transforms people as well as communities.

HOW TO PLAN AND PERFORM YOUR SL PROJECT?



1. INVESTIGATE COMMUNITY NEEDS

2. CHOOSE ONE NEED/PROBLEM

3. FOCUS YOUR SL PROJECT

4. CREATE ACTION PLAN FOR SL PROJECT

5. ACTION! START YOUR SL PROJECT

6. PRESENT YOUR SL PROJECT RESULTS

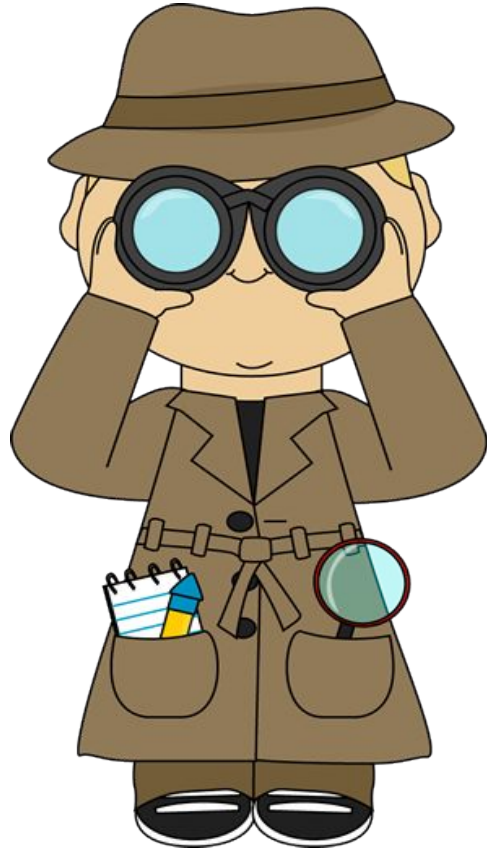
7. CELEBRATE



REFLECT BEFORE & DURING & AFTER

MONITOR & DOCUMENT

HOW TO PLAN AND PERFORM YOUR SL PROJECT?



I. INVESTIGATE COMMUNITY NEEDS

- Think like a **detective!**
- Observe, look around, talk to others, listen, read, watch, follow all the traces...
- Ask yourself - what does the world need to be a better place? What does my street, my neighbourhood, my local park, animals in local park need to have a better life?
- Make a list of all those needs...

HOW TO PLAN AND PERFORM YOUR SL PROJECT?

2. CHOOSE COMMUNITY NEED(S)



- Discuss the list you detectives made in step 1...
- There are probably a lot of things that our world needs to be a better place...
- But we need to work on it step by step...
- **Choose one need from that list** (two or more if you think you can connect them well)
- **Think like a problem - solver** & ask yourself: What would be the best solutions for that need/problem? What can I/we do? How can I/we help?
- Make a list of all those ideas how you/we can help...

HOW TO PLAN AND PERFORM YOUR SL PROJECT?



3. FOCUS YOUR SL PROJECT

- Discuss the list of the ideas you problem-solvers made in step 2...
- Think like a **journalist & news reporter** & ask yourself: what do we need to make those ideas real? Whose help and support we need to make those actions happen? Who will we invite to help us? How much time do we have and what time is needed to get those ideas into reality?
- **Choose one idea** from that list you find the most realistic to implement (two or more if you think you can connect them well)

HOW TO PLAN AND PERFORM YOUR SL PROJECT?



4. CREATE AN ACTION PLAN FOR YOUR SL PROJECT

- You have your big idea, like journalist has a big news...
- Think like a **birthday party planner** & ask yourself: what resources do we already have? what resources are we missing? who are we going to invite as partners, collaborators and supporters? what can they bring into the project? who is going to do what? how much time do we have for each project stage? do we need any extra funding?
- **Create action plan** - write down specific answers to following questions - WHAT? HOW? WHO? WHEN?

HOW TO PLAN AND PERFORM YOUR SL PROJECT?



5. ACTION! START YOUR SL PROJECT

- Follow your action plan ... and ... ACT :)
- Connect with all of those people and organisations you placed in your action plan
- Do what you planned to do in partnership with others
- Think like a **manager** & keep asking yourself and others - how are things going on? is everything going by the plan? if not, why? what can we do to make it better? what is working well? what is our next step?
- Keep acting until you're done with your SL project :)

HOW TO PLAN AND PERFORM YOUR SL PROJECT?

6. PRESENT YOUR SL PROJECT RESULTS

- Present your SL project to the public (if monitoring and documenting was in place, you have everything you need)
- Present everything you have accomplished & learned
- **Think like a movie-star** & ask yourself: to whom do I want to present the SL project results? how do we want to do that? should we go on a TV? radio? local newspapers? live event on our Facebook? organise photo exhibition?
- Make invitations and send them to all those people you want to be aware of the success of your SL project



HOW TO PLAN AND PERFORM YOUR SL PROJECT?



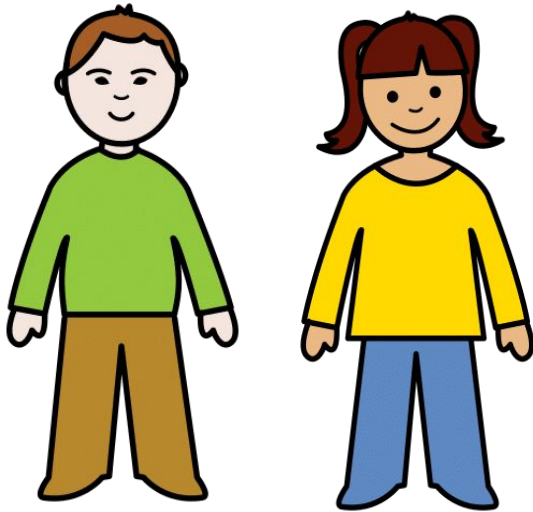
7. CELEBRATE YOUR SL PROJECT SUCCESS

- Organise a (private) celebration party at the end
- Think like a true **winner** and invite all those who have helped your SL project being successful
- Make them '*thank you*' cards
- Let them know how much you appreciate their help
- Take photos and send them to your party-buddies
- Make your SL project photo album to remind yourself on the great success and how you all together helped the world becoming a better place!

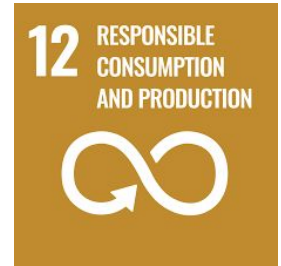


SL PROJECT AND SDGs

**Remember Adrian
and Ana?**

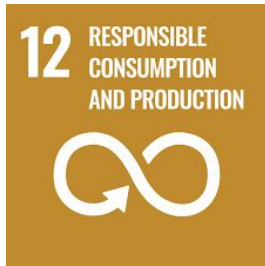


**And their SDG
examples?**



SL PROJECT AND SDGs

Ideas for their SL project



COMMUNITY GARDEN

4 TYPES OF SERVICE IN SL

DIRECT

Direct service is type of service that directly affects people, animals or places we want to impact.

This may include rolling up your sleeves and actually working on setting up a community garden.



INDIRECT

Indirect service is type of service in which you are not in the presence of a person or a thing you are impacting.

This may include mapping outdoor places in your neighbourhood in a search for a perfect place for community garden.



ADVOCACY

Advocacy is when you speak up for or against an issue or solution.

This may include organising a public campaign for raising awareness on hunger issue and the importance of having a community garden.



RESEARCH

Research involves finding out new information that informs or demands action.

This may include collecting data by asking your neighbours to fill in a survey on how happy would they be by having a community garden in your neighbourhood.



KEEP IN MIND...

DIRECT

INDIRECT

ADVOCACY

RESEARCH

NO MATTER WHAT TYPE OF A SERVICE YOU HAVE IN YOUR SL PROJECT...



Plan small, specific and realistic steps for your SL project...

it's all
about
the
people

**Don't forget you're not alone,
you're doing it with others and
for the others...**



**Relationships you build are the
backbone for every other SL
adventure in front of you...**

THANK YOU ... LET'S GO TOGETHER TO ...

**MAKE THE WORLD
A BETTER PLACE
WITH
SERVICE-LEARNING**

