

OSCAR and Open Asia

International Learning Lab

Institutional Experiences of societal

engagement in education











What is the Aurora alliance?

The Aurora Alliance originates from the Aurora Universities Network.

Originally formed in 2016, Aurora is a consortium of research-intensive universities deeply committed to the social impact of our activities, and with a history of engagement with our communities.





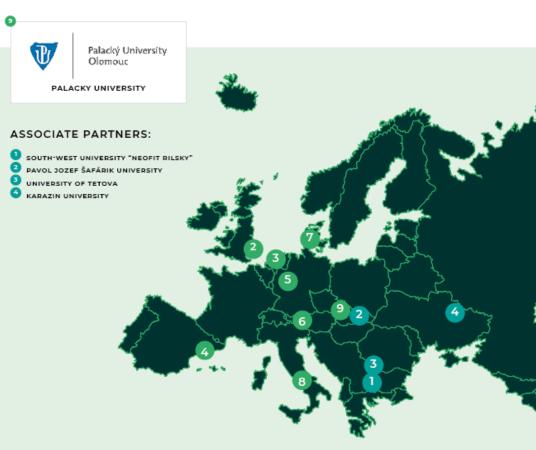
AURORA ALLIANCE MEMBERS:

ROVIRA i VIRGILI

UNIVERSITY ROVIRA I VIRGILI



UNIVERSITY OF NAPLES



In order to effectively bridge programmes and disciplinary boundaries we will have defined a set of four pilot 'challenge domains' in which Aurora social innovation in teaching, research and outreach will take effect in the first three years.

The domains are:

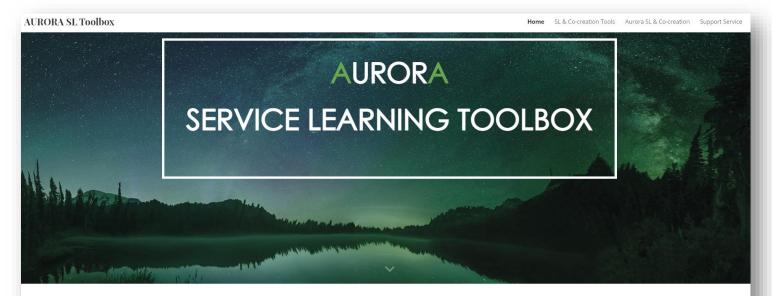
- △Sustainability & Climate Change
- △ Digital Society & Global Citizenship
- △ Health & Well-being
- △ Culture: Diversity & Identity

AURORA2030 - WP4: MAIN GOAL

"The overall goal of WP4 Teaching and Learning for Societal Impact is to foster teaching and learning for societal impact within AURORA and beyond (Global South-North Nexus) – through innovative pedagogies (Service learning, challenge-based Co-creation) that contribute to Sustainable Development Goals, and with special emphasis on development and assessment of transversal skills.



AURORA SL - TOOLBOX



Welcome to the Aurora Service Learning Toolbox

At the core of the Aurora alliance is its cardinal goal to equip students with the right knowledge, skills, mindset, and experience to address societal challenges as agents of change. The Service Learning (SL) and Co-creation approach can help bring this core mission of the Aurora alliance to fruition. This toolbox provides relevant information, tools, resources and support to foster the use of service learning and co-creation in Aurora Universities.







Open research data



Open educational

Open source software and source code

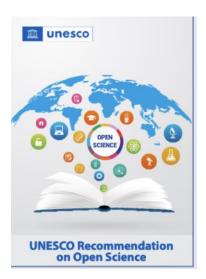


Open Science

Source: Unesco

Understanding open Science 2022

https://doi.org/10.54677/UTCD9302





Our role in Open Asia WP 6



Work Package 6: FOSTERING PUBLIC ENGAGEMENT AND PARTICIPATORY MECHANISMS IN SCIENCE

D6.1. with QA responsible P10-VU

MS15/M33/KPI: **6 x Science Shops established**/ regulation elaborated/adopted; 4 x OS Stakeholders Engagement Workshops (OS-SEWs) organised/ 120 participants (E6.1-E6.4)

MS16/M34/KPI: **4 x recommendation on Citizen Science** elaborated/adopted/ English/ altogether min 20 pages.\\\

	1	SHRI VILE PARLE KELAVANI MANDAL	India	Coordinator
	2	THAPAR INSTITUTE OF ENGINEERING & TECHNOLOGY PAT	ſIndia	Partner
	3	INDIAN INSTITUTE OF TECHNOLOGY MADRAS (IITM)	India	Partner
	4	UNIVERSITY OF MALAYA	Malaysia	Partner
	5	UNIVERSITI MALAYSIA SABAH	Malaysia	Partner
	6	Universiti Malaysia Sarawak	Malaysia	Partner
	7	MEDNARODNA FAKULTETA ZA DRUZBENE IN POSLOVNE	Slovenia	Partner
	8	INSTITUT ZA EVROPSKE RAZVOJNE POLITIKE IN RAZISKAV	I Slovenia	Partner
	9	TAMPEREEN KORKEAKOULUSAATIO SR	Finland	Partner
0	10	STICHTING VU	Netherlands	Partner



Our role in Oscar 2.0



Work Package 6: CITIZEN OF SCIENCE

T6.1 - Establishment of Science Shops 2.0

T6.2 \- O-Science Stakeholder Engagement Workshop

Shops established/ regulation elaborated/adopted; 4xOS

Stakeholders Engagement Workshops (OS-SEWs) organised/ 120 participants (E6.1-E6.4) (M33);

4xrecommendation on Citizen Science elaborated/adopted/ English/ altogether min 20 pages (M34).



1	UNIVERSITY OF ZAMBIA	ZM	Coordinator
2	THE UNIVERSITY OF BAROTSELAND LIMITED	ZM	Partner
3	Botho University	BW	Partner
4	UNIVERSITY OF BOTSWANA	Botswana	Partner
5	Joseph Mwelwa Consult Proprietary Limited	BW	Partner
6	BOTSWANA INSTITUTE FOR TECHNOLOGYRESEARCH AND	BW	Partner
7	MEDNARODNA FAKULTETA ZA DRUZBENE IN POSLOVNE S	SI	Partner
8	INSTITUT ZA EVROPSKE RAZVOJNE POLITIKE IN RAZISKAVE	SI	Partner
9	TECHNISCHE HOCHSCHULE DEGGENDORF	DE	Partner
10	STICHTING VU	NL	Partner



Why this international learning lab?

Unique opportunity to share experiences from all over the world on public engagement activities



Community service learning

With Community Service Learning, students use their academic knowledge and skills to contribute to solving societal problems. By doing so, students are working closely together with societal partners. The reciprocity of CSL is actuated in academic reflection before, during and after the educational activity.



Lecturer
Interactive approaches

Student Academic Skills Reciprocity Reflection

> Societal partner Societal challenges

International Learning Lab

Institutional experiences of societal engagement in education

Join us at the International 18 June 2024

Learning Lab 13:30 - 16:30

Theater 9 | NU-building



INTRODUCTION BY

Prof. Dr. Marjolein Zweekhorst Athena Institute, Vrije Universiteit, Amsterdam



CSL2024

PRESENTATIONS & PANEL DISCUSSION BY:



Karsten Altenschmidt University of Duisburg-Essen, Germany



Geertje Tijsma Athena Institute, Vrije Universiteit, Amsterdam



Nataša Matulayová
Palacký University Olomouc,
Czechia

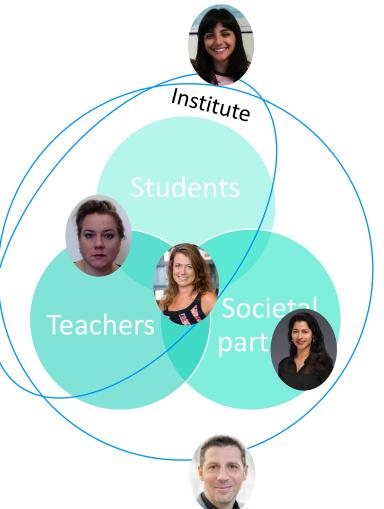


Janaina de Oliveira
University of Rovira i Virgili, Spain



Avril Lombardi Bolaño
University of Rovira i Virgili, Spain



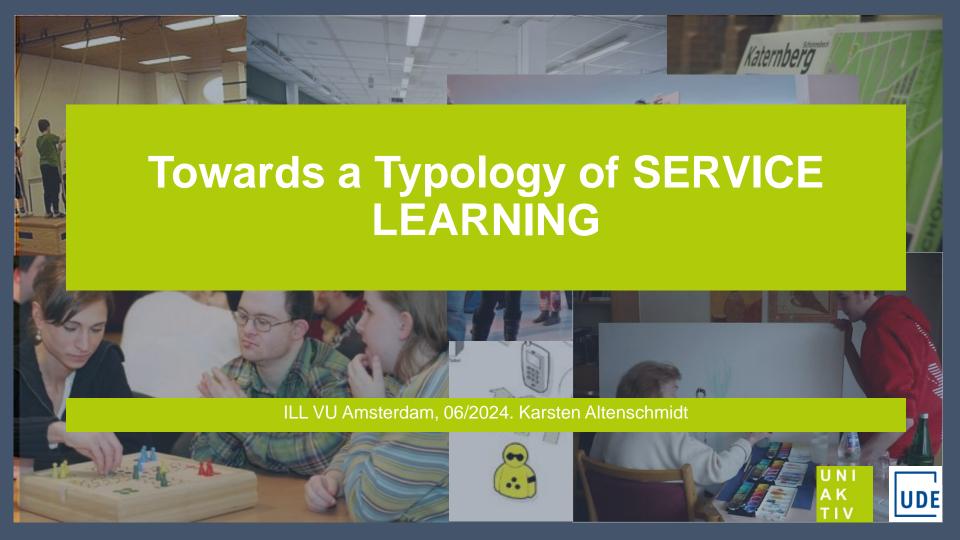




Karsten Altenschmidt

University of Duisburg-Essen Germany

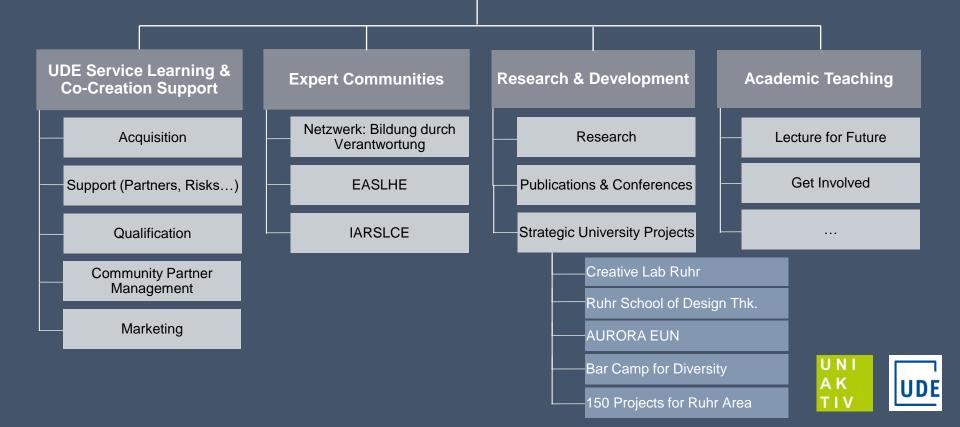




+/-250 SL-Courses with/in 8 departments
400+ Community Partner Organizations
Acquired ext. funds: > €2.4 Mio

UNIAKTIV





Academic Learning +



Community Service







Core Actors in Service Learning

Teachers

Students

Community Organizations

Clients



Direct Service





Indirect Service

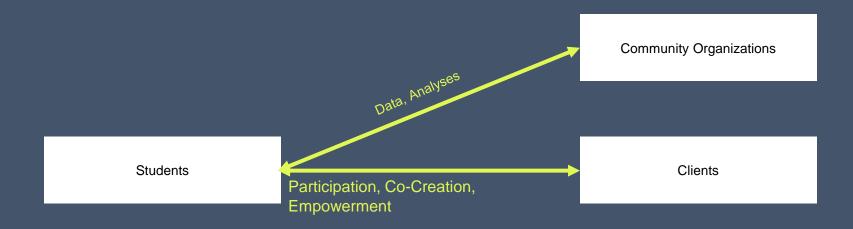
Community Organizations

Students

Clients



Research x Community-Based Research





Advocacy







SEE / Design Thinking

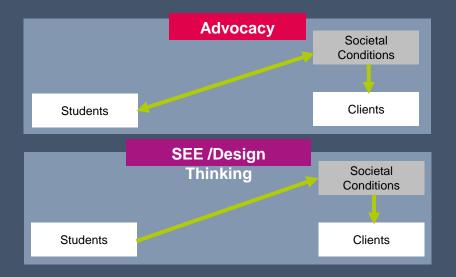




Towards (!) a Typology of Service Learning

Direct Service Community Partner Clients Students Research Community Partner Students Clients Indirect Service Community Partner Students Clients

Altenschmidt 2023







Selected UDE Service Learning Courses

Methods of Empiric Social Research (education)

Poverty in an Affluent Society (sociology)

Software Engineering (IT management)

Maths for Shifters (maths didact.)

Physics & Creativity (physics didact.)

Master Class Research (medicine/health management)

Quality Management (social work & management)

Future Societal Development Scenarios (transdisciplinary optional track)

CO²-Footprints (transd. optional track)

Public Relations (transd. optional track)

Design Thinking for Societal Change (transd. optional track)





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Contact

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Universität Duisburg-Essen Institute for Scientific Key Competencies

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Geertje Tijsma

Vrije Universiteit Amsterdam The Netherlands



COMMUNITY SERVICE LEARNING @ THE VU





VU VISION AND MISSION

4.1 Our vision for education

'We train our students to be responsible, critical and engaged academics who are always trying to broaden their horizons. We strive to not only to impart knowledge to our students, but also to imbue them with wisdom. A broad perspective, 'A Broader Mind'. [...] The education we provide links to the Sustainable Development Goals (SDGs). We take every opportunity to share our knowledge and experience by means of open access. In this way, we promote social progress while further augmenting our educational activities.'

(VU strategy 2020 – 2025, p. 20)



STRATEGY VU VISION AND MISSION

Aspiration 1: Developing future-proof forms of education

We use the following approaches to develop educational activities that are both future-proof and responsive to changing demand:



b. Personalized and customized learning. (VU strategy 2020 – 2025, p. 21)



'Community Service Learning (CSL) is a form of education in which students make practical use of their academic skills to solve societal issues. Here, reflection forms an important aspect of the learning process. CSL involves close cooperation with social partners, who – together with VU Amsterdam – have a vested interest in the outcomes of this form of education.' (VU strategy 2020 - 2025, p. 22)

COMMUNITY SERVICE LEARNING – CSL FRAMEWORK

Lecturer interactive teaching methods

Reflection Reciprocity

Student Academic skills

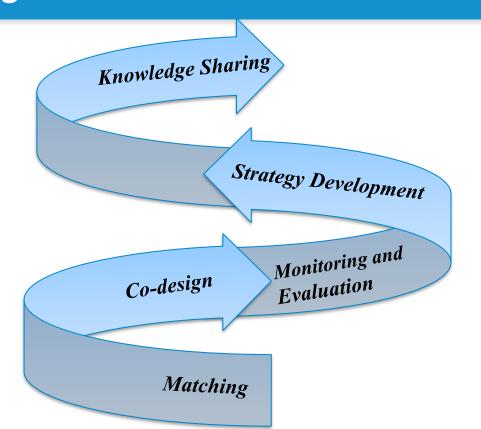
Social partner societal challenges

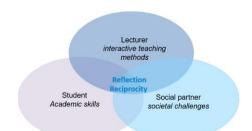
How to sustainably implement

CSL within the VU?



ACTION RESEARCH INTO THE IMPLEMENTATION PROCESS

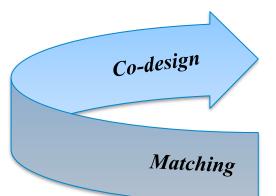


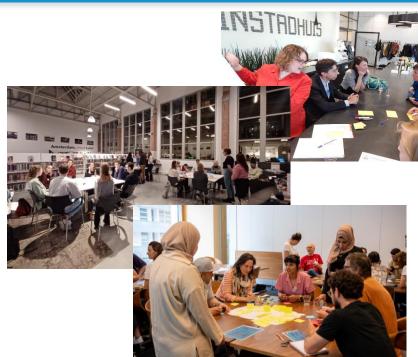


How to sustainably implement CSL within the VU?



ACTION RESEARCH INTO THE IMPLEMENTATION PROCESS





ACTION RESEARCH INTO THE IMPLEMENTATION PROCESS

© Journal of Higher Education Outreach and Engagement, Volume 27, Number 3, p. 59, (2023)

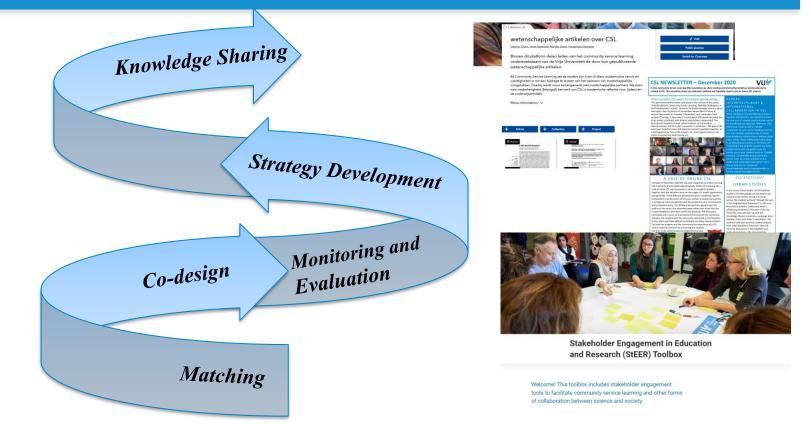
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Community Involvement in Course-Based Higher Education Activities: Exploring Its Definition, Guiding Principles, and Strategies—A Narrative Review

Mariike W. Visser, Carina A. C. M. Pittens, Ralph de Vries, and Marjolein B. M. Zweekhorst Becoming productive 21st century citizens: A systematic review uncovering design principles for Strategy Development integrating community service learning into higher education courses Geertje Tijsma , Femke Hilverda , Aukelien Scheffelaar , Sven Alders , Linda Schoonmade, Nadine Blignaut & Marjolein Zweekhorst Monitoring and Evaluation Co-design Matching



ACTION RESEARCH INTO THE IMPLEMENTATION PROCESS



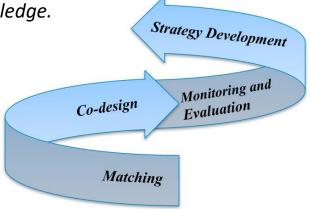
CROSS-DISCIPLINARY APPROACHES TO CONTRIBUTE TO COMPLEX SOCIETAL ISSUES



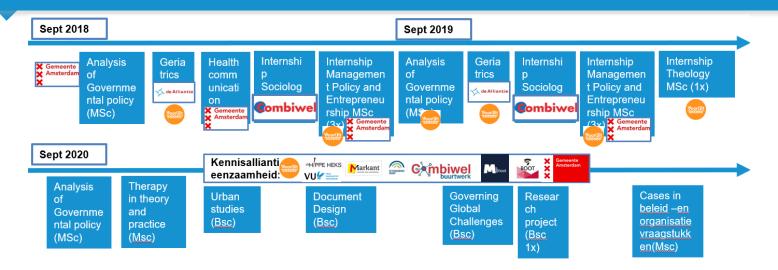
Many of the complex problems that we are facing cannot be addressed from one type of discipline nor by including only scientifically generated knowledge.

THEMATIC APPROACH

THE INTER- AND TRANSDISCIPLINARY MASTER MODULE



THEMATIC APPROACH



'Loneliness, that is not a theme that is just about to resolve itself. But if you can do it together, you can get much more sustainably on these kinds of slow questions that will always continue to demand attention in [an] ever new quise.' — Community partner







THEMATIC





Sept 2020

Analysis Governme ntal policy (MSc)

Therapy in theor and practice (Msc)

'Loneliness, that you can get much continue to den

A Thematic Approach to Realize **Multidisciplinary Community** Service-Learning Education to **Address Complex Societal Problems:** A-Win-Win-Win Situation?

Geertie Tijsma*, Eduardo Urias and Marjolein Zweekhorst

Faculty of Earth and Life Sciences (FALW), Athena Institute, Amsterdam, Netherlands

Universities are under increasing pressure to become more and better involved in society as part of their third mission, to which Community Service learning (CSL) can contribute. To date, most CSL projects are mono-disciplinary, single courses, often of a short-term nature. In order to address the increasingly complex problems facing society, there is a need to adopt multi-and interdisciplinary CSL approaches that allow for a range of perspectives. The article describes and analyzes how a thematic CSL approach was initiated at the VU Amsterdam starting from the needs of a local community. Once loneliness was identified as an important and relevant issue, the approach evolved in order to include multiple courses and internships from different programs offered by two faculties and various stakeholders and community organizations. Taking an action-research approach, the CSL team evaluated the process of its development, outcomes and contributions, as well as possible benefits and considerations. In addition to more tangible outcomes arising from many student projects, the approach assists in building new community networks, supports project continuity, deepens knowledge, encourages new collaborations, reduces CSL-created workload and finally increases student development, motivation and sense of ownership. Overall, it can be concluded that the thematic approach can contribute to addressing complex problems as it allows for multidisciplinary collaborations while not imposing too great a burden on the established curriculum. This makes the thematic CSL approach a valuable stepping stone in advancing CSL in universities, and so contribute to fulfilling their third mission.

Keywords: community service learning, third mission, complex societal problems, reciprocity, action research, thematic approach, multidisciplinary, loneliness





u can do it together, will always ty partner



OPEN ACCESS

Miguel A. Santos Rego, University of Santiago de Compostela.

Reviewed by:

Isabel Menezes. University of Porto, Portugal Lluísis Brage, University of the Balearic Islands,

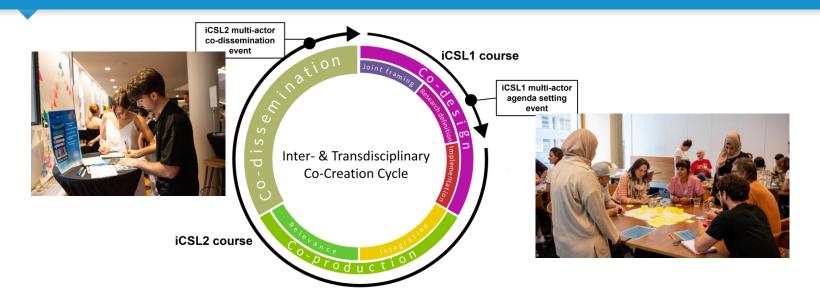
> *Correspondence: Geertie Tiisma a.tisma@vu.nl

Specialty section:

This article was submitted to Teacher Education, a section of the journal Frontiers in Education

Received: 14 October 2020 Accepted: 21 December 2020 Published: 11 February 2021

THE INTER- AND TRANSDISCIPLINARY MASTER MODULE



'It [the course] has made me realize that I do not want to be a researcher if I do not get to engage communities who may be impacted by my work.' – Student

THE INT



'It [the cour get to enga The current issue and full text archive of this journal is available on Emerald Insight at: https://www.emerald.com/insight/1467-6370.htm

Training students in inter- and transdisciplinary sustainability education: nurturing cross-faculty staff commitment and continuous community collaboration

Geertje Tijsma, Annemarie Horn, Eduardo Urias and

Marjolein B.M. Zweekhorst Athena Institute, Vrije Universiteit Amsterdam, Amsterdam, The Netherlands

Addressing complex sustainability issues

Received 15 February 2022 Revised 25 May 2022 24 August 2022

Accepted 7 September 2022

Abstract

Purpose - To properly address complex sustainability issues, higher education institutes (HEIs), such as universities, need to implement innovative educational programmes that adhere to transdisciplinary principles. This study aims to contribute to the understanding of how to do so across and beyond a university.

Design/methodology/approach - This study presents a module comprising two courses, the first of which centres on the identification of sustainability issues in student-led multi-actor dialogue sessions and the second on addressing those sustainability issues through interdisciplinary collaboration among master's students who are at the same time also working on their own thesis. The authors conducted continuous evaluations during the first two pilot years, including community (partners), faculty and student perspectives.

Findings - The authors found that the module was successful in training students for inter- and transdisciplinarity. Moreover, high levels of commitment were observed from a diverse range of students and faculty across one HEI as well as positive responses from the community (partners) involved in the module. Further improvements of the module rely on active buy-in from programme directors and ensuring continuous collaboration throughout the co-creation process by streamlining the translation of the issues into manageable research projects with specific research questions.



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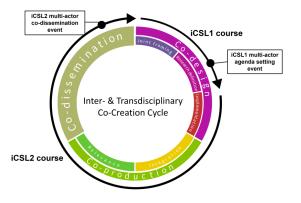
MODULE



INSTITUTIONAL CHANGE











INSTITUTIONAL CHANGE

'How we engage with the community is a defining aspect of [C]SL, and students need to see models of authentic relationships that support systemic change rather than prioritizing counting hours and producing deliverables as measures of their level of engagement.' (Clifford, 2017 p.5)



QUESTIONS?





Nataša Matulayová

Palacký University Olomouc Czech Republic





International Learning Lab
18 June 2024

Exploring Teacher and Student
Challenges in Service Learning: A
Competency-Based Approach

Nataša Matulayová Palacký University in Olomouc





Aurora Competence Framework

https://aurora-universities.eu/resource/louis-educational-resources/

Aurora Education Vision \rightarrow four categories of learning outcomes:

- 1. Subject specific competence and expertise (usually the core expertise of academic teachers)
- 2. General academic competences
- 3. Personal and interpersonal competences
- 4. Linguistic competences

the borderline between general academic and personal competences is not sharp, but rather fluid



Aurora Competence Framework

https://aurora-universities.eu/resource/louis-educational-resources/

Aurora Competence Framework to implement the Aurora Education Vision:

LOUIS: Learning Outcomes in University for Impact in Society

LOUIS is a teaching & learning development tool for general academic and (intra)personal competences. LOUIS uses the existing AAC&U VALUE approach and adapts it for Aurora.

https://aurora-universities.eu/new/wp-content/uploads/2022/12/All-rubrics-hyperlinked Vs29 11 2022.pdf

SEISMIC: Social Entrepreneurship & Innovation Scales: Measuring Increase in Competence

SEISMIC is an Aurora-made measuring tool for competences needed for social entrepreneurship & innovation.

https://aurora-universities.eu/new/wp-content/uploads/2022/11/SEISMIC.pdf

BEVI: the Beliefs, Events, Values Inventory

The BEVI is an existing instrument used in the Aurora context.

https://thebevi.com/



16 LOUIS competences

https://aurora-universities.eu/new/wp-content/uploads/2022/12/All-rubrics-hyperlinked Vs29 11 2022.pdf

Civic engagement	Creative thinking	Critical thinking	Ethical reasoning
Global learning	Information literacy	Inquiry and analysis	Integrative learning
Intercultural knowledge & competence	Foundations for life-long learning	Oral communication	Problem solving
Quantitative literacy	Reading	<u>Teamwork</u>	Written communication

16 competences → each deconstructed into 5 or 6 components/dimensions → for each dimension: 4 progressive performance descriptors

Civic engagement:

- · Diversity of communities & cultures
- Analysis of knowledge
- · Civic identity & commitment Civic Communication
- Civic action & Reflection
- Civic contexts / structures

Creative thinking:

- · Acquiring competencies
- Taking Risks
- Solving Problems
- · Embracing Contradictions
- · Innovative Thinking
- · Connecting, Synthesizing, Transforming

Critical thinking:

- Explanation of issues
- Evidence
- Influence of context and assumptions Student's position (perspective,
- thesis/hypothesis)
- · Conclusions and related outcomes

Ethical reasoning:

- Ethical self-awareness
- · Understanding different ethical perspectives /
- concepts · Ethical issue recognition
- Application of ethical perspectives / concepts
- · Evaluation of different ethical perspectives / concepts

Global learning:

- Global self-awareness · Perspective taking
- Cultural diversity
- · Personal and social responsibility · Understanding global issues
- · Applying knowledge to contemporary
- global contexts

Information literacy:

- · Determine the extent of information needed Access the needed information
- · Evaluate information and its sources critically
- · Use information effectively to accomplish a specific purpose
- · Access and use information ethically and legally

Inquiry and analysis:

- Topic selection
- · Existing knowledge, research and/or views
- Design process
- Analysis
- Conclusions
- · Limitations and implications

Integrative learning:

- · Connections to experience · Connections to discipline
- Transfer
- · Integrated communication
- · Reflection and self-assessment

Intercultural knowledge and competence:

- · Knowledge: cultural self-awareness · Knowledge of cultural worldview
- frameworks · Skills: empathy
- · Skills: Verbal and non-verbal
- communication.
- · Attitudes: 1 curiosity & 2 openness

Foundations for life-long learning:

- Curiosity
- Initiative
- Independence
- Transfer
- Reflection

Oral communication:

- Organisation
- Language Delivery
- Supporting material
- · Central message

Problem solving:

- Define problem
- Identify strategies
- · Propose solutions / hypotheses
- · Evaluate potential solutions Implement solution
- Evaluate outcomes

Quantitative literacy:

- Interpretation
- Representation
- Calculation
- Application / analysis
- Assumptions
- Communication

Reading:

- · Comprehension
- Genres
- · Relationship to text
- Analysis
- Interpretation Reader's voice

Teamwork:

meetings

- · Contributes to team meetings
- · Facilitates contributions of team members
- · Individual contributions outside of team
- Fosters constructive team climate.
- · Responds to conflict

Written communication:

- · Context and purpose of writing
- · Content development
- · Genre and disciplinary conventions
- · Sources and evidence
- · Control of syntax and mechanics

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



	J, J	0		
	4 Capstone	3 Milestone	2 Milestone	1 Benchmark
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.



Service learning projects / study program: Social Work

2021 – 2024: 10 projects / 47 students / 7 community partners

projects created by students from scratch \rightarrow implementation in the community in close cooperation with community partners = students actively contribute to the community in which they live and study

Topics:

School Social Work at Primary School

Implementation of Family Conferences in Olomouc

Support for the Development of Volunteering at Palacký University

Intergenerational Solidarity

Integration of Daliborka Home Clients into Society in the City of Prostějov

Promotion of the Hermanek Family Center and the Free Social Counseling Clinic

Support for the Performance of Social Work by the Olomouc Maltese Aid

Service learning projects / study program: Social Work 2021 – 2024: 10 projects / 47 students / 7 community partners



















Resource Allocation:

Time: Organizing and overseeing service learning projects requires significant planning and coordination.

Funding: Securing necessary resources can be difficult, especially in underfunded schools.

Curriculum Integration:

Alignment: Ensuring service learning activities align with curriculum standards and learning objectives. **Flexibility**: Adapting the curriculum to include service learning without disrupting the educational plan.

Community Partnerships:

Building Relationships: Establishing and maintaining partnerships with community organizations takes time and effort.

Coordination: Managing logistics and expectations between the school and the community partners.

Assessment and Evaluation:

Measuring Impact: Developing methods to assess both the academic and personal growth of students through service learning. **Feedback**: Providing constructive feedback to enhance student learning.

Training and Support:

Professional Development: Teachers may need additional training to facilitate service learning projects effectively. Administrative Support: Securing support from school administration for time and resources needed.



CONSIDERING THE CHALLENGES <u>TEACHERS</u> MAY ENCOUNTER IN SERVICE LEARNING PROJECTS FROM THE PERSPECTIVE OF LOUIS COMPETENCES.

Civic engagement: engaging students in community projects can be challenging if they lack motivation or understanding of community needs

Creative Thinking: encouraging students to think outside the box in a structured school environment

Critical thinking: developing students' ability to critically analyze and evaluate information due to their limited experience

Global learning: integrating global perspectives into local projects can be difficult, especially in less diverse communities

Problem solving: students may struggle with complex problems that lack clear/easy solutions

Teamwork: effective teamwork can be challenging with varying levels of commitment and communication skills

Ethical reasoning: students may have underdeveloped ethical reasoning or may face conflicting values

Integrative learning: helping students integrate knowledge from different disciplines into a coherent understanding

Life-long learning: instilling continuous learning and personal development can be challenging if students view learning as confined to formal education

CHALLENGES THAT STUDENTS CAN FACE IN SERVICE LEARNING PROJECTS



Balancing Commitments:

Time Management: Juggling service learning with academic responsibilities, extracurricular activities, and personal life.

Consistency: Maintaining consistent participation in long-term projects.

Relevance and Engagement:

Interest: Finding projects that are engaging and relevant to their interests and future goals.

Connection: Understanding the connection between the service activities and their academic learning.

Skills and Preparedness:

Readiness: Students may feel unprepared for the tasks required in service learning projects.

Skill Development: Developing the necessary skills, such as communication, teamwork, and problem-solving.

Community Interaction:

Cultural Sensitivity: Navigating interactions with diverse communities in a respectful and effective manner.

Expectations: Managing expectations and responsibilities in real-world environments.

Reflection and Learning:

Critical Reflection: Engaging in meaningful reflection to connect their experiences with their academic learning.

Feedback: Receiving and using feedback to improve their performance and understanding.

CONSIDERING THE CHALLENGES <u>STUDENTS</u> MAY ENCOUNTER IN SERVICE LEARNING PROJECTS FROM THE PERSPECTIVE OF LOUIS COMPETENCIES



Civic engagement: understanding the long-term impact of their contributions on the community

Creative Thinking: balancing creativity with practical constraints and real-world limitations

Critical thinking: distinguishing between reliable and unreliable sources of information

Global learning: applying global perspectives to local contexts without losing relevance

Problem solving: overcoming frustration and maintaining motivation when solutions are not immediately evident

Teamwork: managing group dynamics and ensuring equitable participation among team members

Ethical reasoning: navigating ethical dilemmas in diverse communities with varying cultural norms and values

Integrative learning: connecting theoretical knowledge with practical application in a meaningful way

Life-long learning: developing the habit of self-directed learning outside the structured environment of the classroom



Thank you for your attention ©

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Service Learning Programme at URV: Community partners and institutional perspective

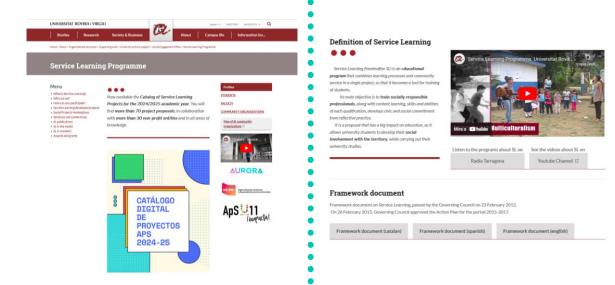
Avril Lombardi Bolaño, URV Service Learning Coordinator

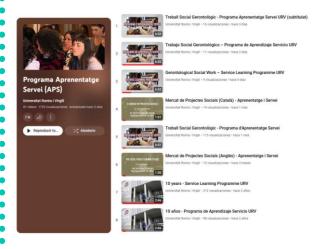
International Learning Lab 18th June 2024, Vrije Universiteit Amsterdam.



Institutionalization of CSL at URV (I)

URV Service Learning Programme - Website





Institutionalization of CSL at URV (II)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Courses with SL component	13	28	49	76	76	77	82	66	56	40	42	46
Projects	14	38	56	82	94	83	97	68	83	58	82	85
Programmes	10	17	26	33	28	26	24	26	23	26	26	24
Undergraduate	8	13	20	27	24	20	19	20	16	21	20	19
Graduate	2	4	6	6	4	6	5	6	6	5	4	4
PhD	-	-	-	-	-	-	-	1	1	1	2	1
Students	181	265	477	769	833	799	919	860	783	515	518	939
Faculty	23	40	85	93	98	93	92	98	87	55	68	77
Community organizations	31	31	90	118	141	150	137	147	121	65	84	119
Student community service hours	2.675	30.247	53.445	80.693	86.815	86.887	92.890	83.093	74.424	57.764	61.733	91.128



URV Social Projects Marketplace (I)

The initiative came from international references and aims to develop students Final Projects in the context of SL Programme, and so, of University Social Responsibility.

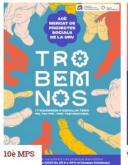
It became an instrument of Responsible Research within the framework of undergraduate and graduate programmes.

11 editions of the Social Projects Marketplace: https://youtu.be/-6wGx8bZxj4

URV Social Projects Marketplace (II)

- Social needs detection together with community partners
- Configuration of an academic CSL offer based on real needs
- Presentation of projects by community partners
- Communication strategy within the University

















Social Projects Marketplace Impact

11 editions (3 online, due to COVID restrictions)

• • •

529 projects presented

• • • 174 community organizations

• • • 693 participants (+732 online)

• • • Social Engagement Awards (3 calls)

III PREMIS DE COMPROMÍS SOCIAL IMMACULADA ASSTRE MIRÓ POR ASST





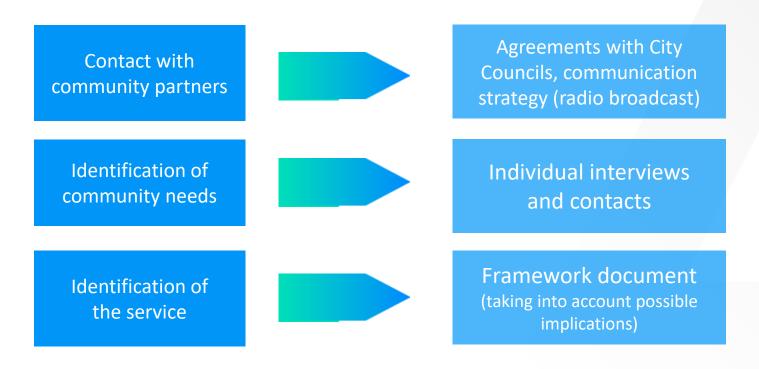
Digital catalog of Service Learning projects (≈100 projects each academic year)



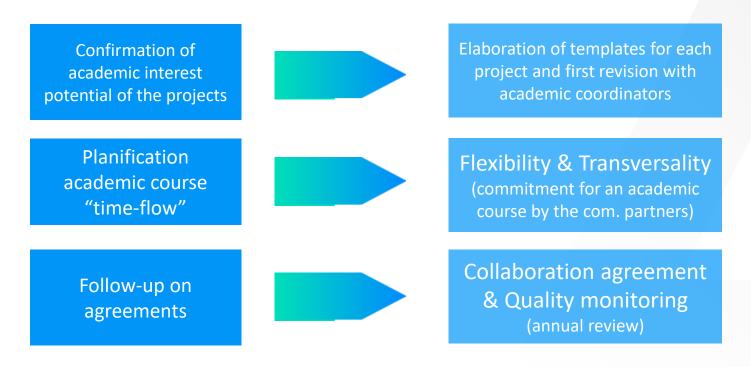




Challenges with community partners (I)



Challenges with community partners (II)





That's all Folks!

Thank you!

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Thank you for your attention!

Questions?

Email csl@vu.nl