



Teacher training in service-learning



Manual for trainers



Alžbeta Brozmanová Gregorová
Tatiana Matulayová
Lenka Tkadlčíková
Vojtěch Vodsedálek
Alina Simona Rusu
Carmen Costea-Bărluțiu
Attila Pausits
Florian Reisky
Bojana Ćulum
Lara Jelenc
Thomas Sporer
Isabel Husterer
Mária Murray Svidroňová
Martina Kubealaková
Zuzana Bariaková
Jana Šolcová
Lívia Nemcová
Zuzana Heinzová
Lenka Rovňanová

TEACHER TRAINING IN SERVICE-LEARNING HANDBOOK FOR TRAINERS

Alžbeta Brozmanová Gregorová, Tatiana Matulayová, Lenka Tkadlčíková, Vojtěch Vodseďálek, Alina Simona Rusu, Carmen Costea-Bărluțiu, Attila Pausits, Florian Reisky, Bojana Ćulum Ilić, Lara Jelenc, Thomas Sporer, Isabel Husterer, Mária Murray Svidroňová, Martina Kubealaková, Zuzana Bariaková, Jana Šolcová, Lívia Nemcová, Zuzana Heinzová, Lenka Rovňanová

Editor:

Alžbeta Brozmanová Gregorová, Matej Bel University, Slovakia

Authors:

Alžbeta Brozmanová Gregorová, Matej Bel University, Slovakia
Tatiana Matulayová, Palacky University in Olomouc, Czech Republic
Lenka Tkadlíková, Palacky University in Olomouc, Czech Republic
Vojtěch Vodseďálek, Palacky University in Olomouc, Czech Republic
Alina Simona Rusu, Babeş-Bolyai University, Romania
Carmen Costea-Bărluțiu, Babeş-Bolyai University, Romania
Attila Pausits, Danube University Krems, Austria
Florian Reisky, Danube University Krems, Austria
Bojana Čulum Ilić, University of Rijeka, Croatia
Lara Jelenc, University of Rijeka, Croatia
Thomas Sporer, Catholic University of Eichstätt-Ingolstadt, Germany
Isabel Husterer, Catholic University of Eichstätt-Ingolstadt, Germany
Mária Murray Svidroňová, Matej Bel University, Slovakia
Martina Kubealaková, Matej Bel University, Slovakia
Zuzana Bariaková, Matej Bel University, Slovakia
Jana Šolcová, Matej Bel University, Slovakia
Lívia Nemcová, Matej Bel University, Slovakia
Zuzana Heinzová, Matej Bel University, Slovakia
Lenka Rovňanová, Matej Bel University, Slovakia

Cover design and layout:

Michal Bartko

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Reviewers:

Luz Avruj, CLAYSS, Argentina

Karsten Altenschmidt, M.A. – University of Duisburg-Essen

Mihai Bogdan Iovu, Babeş-Bolyai University, Romania

Zlatica Dorková, Palacky University in Olomouc, Czech Republic

Candelaria Ferrara, CLAYSS, Argentina

Filiz Keser-Aschenberger, Danube University Krems, Austria

Nives Mikelic Preradovic, University of Zagreb, Croatia

Michaela Skyba, University of Presov in Presov, Slovakia

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INTRODUCTION

There is a growing recognition around the world of the role Higher Education Institutions (HEIs) can play towards economic growth and social development in the modern “knowledge society” (European Commission 2017). In the last decades, HEIs have moved from focusing exclusively on two missions: teaching and research, to be considered as key actors of economic and cultural growth, thus transforming themselves into engaged institutions with industry and society at large (Etzkowitz, 2000; Vorley & Nelles, 2008). Nowadays, universities are reconsidering their role in society and their relationships with their various constituencies, stakeholders and communities. This relationship between higher education and society is generally considered as the third mission of universities. The term “third mission” has attracted the attention of many authors in the last decade, see for example: Görason, Maharajh & Schmoch, 2009; Jongbloed, Enders & Salerno 2008; Vorley and Nelles, 2008; Tuunainen, 2005. Most authors agree that definitions presented above regard “the third mission” as a residual term, encompassing all university activities not covered by the first two missions: teaching and research. In general, the concept of the third mission encapsulates many of the rising demands on the university to take a more visible role in stimulating and guiding the utilization of knowledge for social, cultural and economic development. As Görason, Maharajh & Schmoch (2009) remark, the interpretation of what type of functions should be included in the definition of the third mission varies considerably amongst different countries and contexts (from German focus on technology transfer from universities to enterprises, to the Latin American broader concept of extension of the university to serve community needs).

The strategy developed world-wide in relation to the third mission for several decades, is service-learning. Service-learning (SL) is widely recognized as an innovative pedagogy that assists HEIs in fulfilling their complex mission of preparing a new generations of socially responsible and active citizens. Some HEIs in European higher education area have been applying service-learning strategy for several years, however, it begins to be discovered or still remains unknown in most countries of Central and Eastern Europe. As stated by CLAYSS (2013), service-learning focuses on eliminating the gap between social engagement and academic life. At the same time, it helps build bridges between „serious scientists“ and socially engaged universities, creating a synergy between the three missions of HEIs.

Within the frame of the Erasmus + project, the so-called SLIHE, the project partner organizations aim to strength capacities of HEIs in the fulfilment of their third mission and to improve civic engagement of students through implementation of the innovative strategy service-learning in the region of Central and Eastern Europe. Therefore, a series of publications have been issued for teachers and other stakeholders who are open to undertake the responsibility of establishing and running service-learning courses in their institutions for the benefit of all parties involved.

The purpose of this trainers' handbook is to provide support to trainers who will deliver training in service-learning in any type of higher education institution. This handbook presents for the trainers the structure of the training (training flow), gives additional ideas, useful tools and methods on how to conduct a training session effectively, keeping in mind that the training should provide a safe place for each participant to be active and express their own opinion. The suggestions are based on the experiences and work of SLIHE partners and the result of the pilot process in 4 EU countries.

The trainers should freely adapt the training structure and methodology to their experiences especially to the possibilities and abilities of the participants (i.e. number of those present, and their previous experiences, etc.) and the special features of the higher education institution concerned (especially if the training is delivered for people employed by the same higher education institution). The possibilities are really wide, from shortening the training, dividing it in more segments or modules, focusing on specific topics, units and learning outcomes or delivering it using different methodologies. The trainer should be familiar with the topics concerned, service-learning in higher education environment, i.e. the trainer is required to have appropriate knowledge and experiences in the planning, organising and delivering educational programmes (either formal or non-formal) and in the use of the different methods. The handbook does not specify the number of trainers needed for a given programme. In general the courses are delivered by one or two persons, depending on their experiences and position in the institution.

1. SHORT INSTRUCTIONS FOR TRAINERS

We recommend to start with the preparation of the training 3 months prior to the training itself. It is up to the person in charge of the training to develop standard preparation procedures to ensure a high quality of training. Every detail is very important.

The major steps in the preparation process are as follows:

- preparation of the trainer,
- preparation of the training space,
- preparation of the training materials,
- invitation of participants for the training.

The most successful training sessions are carefully planned and prepared in every detail.

Preparation of the trainer

Who will be the lecturer or trainer? Ideally, create a pair of lecturers. Become familiar with the methodological manual. Divide the content of the training to pieces and then decide who will be responsible for the individual parts of the training. The trainer should be familiar with the training space. The person in charge should arrive earlier on the day of training to be able to make the necessary preparations and check that everything is in order for the session.

Each trainer has different qualifications, experience, expertise and methods of training.

Even those being closely familiar with the subject must make proper preparations for the session.

- The trainer should have a knowledge of the higher education sector and the higher education institutions in general. If the training is delivered for the employees of a particular institution, the trainer should be well aware of the respective institution.
- The trainer should have advanced knowledge about the service-learning and experiences in the delivering service-learning courses.

Preparation of the training space

The training room and hands-on training areas should be checked to ensure the following conditions:

- Adequate seating arrangements,
- Comfortable environmental conditions,
- Sufficient lighting, fresh air,
- Good visibility in the space and towards presentation areas,
- Availability of the required equipment (such as video player/monitor, slide projectors, flip charts and other needed devices needed),
- Adequate size (you should book a room that can easily accommodate max 20 participants).

A key component in organizing and delivering trainings is to ensure that the area in which you will conduct the training is set-up in such a way that it maximizes the training experience. The key factors should be considered when setting up the training space: have proper equipment and supplies on site (computer, projector, internet); ensure mobile

furniture that allows rearrangement of the space for group work if needed; ensure good visibility for everyone therefore placement of visual training aids is significant; have enough and appropriate materials at hand.

Prepare the room **the day before** training. Check the functionality of the technical equipment and the layout of the tables. Prepare the refreshments, the attendance list and the necessary number of materials for participants (e.g. pens, paper, notebook, name tag).

Preparation of the training materials

We have prepared a basic training flow which can be adjusted to the diverse needs of the different higher education institutions. There are printable handouts, templates and related methods in the training flow. The needed materials can be found in the methods section of each unit. It is very important to have enough handouts and/or other materials for the trainees. Do not forget about the attendance register and the evaluation sheets!

Invitation for the training

Set the date of the training. Be sure to set a deadline for submitting applications. Designate a contact person to provide further information to interested parties.

Decide on **how to sign in**, i.e. whether the training becomes an integral part University staff lifelong learning, or you can advertise this training in some different way. Make sure that signed-in people get a login confirmation.

Promotion: create an invitation and a flyer/e-banner. Decide how you want to distribute the invitation. Use university/faculty communication channels (e.g., send bulk e-mail, post invitations on University websites, and add the training into the University's plan of activities). Optimally, arrange an interview or some media contact to attract the applicants by highlighting Service-Learning together with the upcoming training.

Post an invitation for the training session and announce the course (i.e., enable electronic sign-up) **2 months prior to its implementation.**

Become familiar with the individual parts of the training in detail and get the necessary presentations, handouts and other materials.

Consider uploading the selected **materials/presentations** prior to the training to the subscribed participants.

2. BASIC INFORMATION ABOUT THE TRAINING

Name of training: Service-learning in higher education

The aim of the training: get to know what is it service-learning and how to develop it in university environment.

Target group of the training: university (HEI) teachers, open to new methods of teaching, whatsoever specialisation, length of practice non-determinant.

Competencies that will be acquired during training. The graduate of the training:

- Understands the service-learning strategy as one of the strategies of fulfilling the third mission of the university;
- Is able to recognize the potential impact and benefits of the service-learning strategy in education for the students, for teachers, for universities and for communities;
- Can explain service-learning as a community oriented teaching tool/strategy;
- Can explain the philosophy and principles of service-learning and deeply understands the concepts behind student participation, community involvement / solidarity service and linkage with the curriculum;
- Can distinguish between volunteering, professional/field practice, case studies, internships and service-learning;
- Can identify possible steps to the implementation of service-learning projects both related to the service and the teaching process, as well as how these two mingle / improve each other;
- Knows various options/models for implementation of service-learning projects;
- Can create one's own plan for implementation of service-learning projects within one's subject / subjects and implement it.

Criteria for joining the training: every university teacher with whatsoever experience.

Duration of the training: 2 days + 1/2-day presentation, 8 x 45-minute hours per day

Methods, tools used in the training: during the training, a participatory and interactive approach (a combination of theory and experiential learning adapted to the principles of adult learning) will be used through each day of the training. Using this kind of approach ensures that all participants have a safe environment for work, motivation and active participation, and transparency in the work. Different techniques and methods are used during the training including: short and clear presentations, different simulations – role play, work on case studies and different group and individual techniques and methods. The training constantly provides an environment for mutual communication between trainers and participants, and the exchange of experiences and advice.

The minimum and maximum group size: minimum 10, maximum 20

Performance evaluation system of the training: after the training, participants develop (as training assignment) a plan on how to implement service learning in their own university course(s). Within 4 weeks after the end of the training they have to present this plan during the meeting with the trainer and other participants.

Training evaluation: Each participant will have the chance to evaluate the training and its components through a questionnaire, which will include open and closed questions. One part of the questionnaire will be dedicated to the participant self-evaluation of acquired knowledge and skills.

Personnel requirements: trainers should have training experiences or have skills working with groups and facilitating learning process. In addition, they should also have knowledge of and their own experiences in the field of service-learning in higher education.

3. THE CURRICULUM UNITS

First Day			
Unit title	Time allocated (minutes)	Learning outcomes After completing this unit, the participants will be able	Content of unit
<u>Unit 1</u> <u>Introduction to the training</u>	35	<ul style="list-style-type: none"> • to explain the training objectives and structure • to acknowledge/recognize different participants of the training and its expectations and apprehensions • to explain the rules agreed during the training 	<p>Introduction of the training and participants</p> <p>Presentation of expectations and fears</p> <p>Creating the common rules during the training</p>
<u>Unit 2</u> <u>Third mission of universities</u>	55	<ul style="list-style-type: none"> • to understand the importance of development the third mission of universities in current situation • to justify the need for supporting the third mission of the university • to realize their own role in fulfilling the third mission of the university 	<p>Challenges for the universities</p> <p>Third mission of the universities</p> <p>The role of university teachers in the fulfilment of the third mission of universities</p>
<i>Break</i>			
<u>Unit 3</u> <u>Service-learning key components and definition</u>	90	<ul style="list-style-type: none"> • to reflect the demand of using innovative approach in teaching • to identify key components of service-learning • to explain what defines service-learning • to explain different models 	<p>Reflection of innovative teaching</p> <p>Service-learning components and definition</p> <p>Service-learning models</p>

		of service learning	
<i>Break</i>			
<u>Unit 4</u> <u>Quadrant</u> <u>model of</u> <u>service-</u> <u>learning and</u> <u>component-</u> <u>based</u> <u>transitions</u>	45	<ul style="list-style-type: none"> to become aware of existent tools of distinguish between SL and other community-oriented types of activities (i.e. conceptual SL quadrant) to identify ways of transitions from community-oriented activities to SL. 	Service-Learning conceptual quadrant model Transitions possibilities from one conceptual quadrant to another.
<u>Unit 5</u> <u>Steps &</u> <u>Process</u> <u>(planning and</u> <u>implementing)</u>	45	<ul style="list-style-type: none"> to understand the importance of planning from both organisational and course aspects 	Service-learning planning
<i>Break</i>			
<u>Unit 5</u> <u>Steps &</u> <u>Process</u> <u>(planning and</u> <u>implementing)</u>	90	<ul style="list-style-type: none"> to know main steps of SL implementation to be able to prepare a plan on how to implement SL at their university 	Service-learning steps Service-learning planning Service-learning implementation

Second Day			
<u>Unit 6</u> <u>Reflection in</u> <u>SL</u>	90	<ul style="list-style-type: none"> to be aware of importance of reflections in service-learning implementation to be able to design their reflective activities with the students adjusted to their own course/topic 	Reflection as a part of experimental learning Different methods of reflection Levels of reflection Questions for reflection
<i>Break</i>			
<u>Unit 7</u> <u>Evaluation,</u> <u>closure and</u>	90	<ul style="list-style-type: none"> to understand the importance and specifics of evaluation in service- 	Essential elements of evaluation

<u>celebration</u>		learning	
<i>Break</i>			
<u>Unit 7</u> <u>Evaluation,</u> <u>closure and</u> <u>celebration</u>	90	<ul style="list-style-type: none"> to understand the closure and celebration in service-learning and adjust to the individual needs 	<p>How to close the SL project</p> <p>Importance of celebrating the success</p>
<i>Break</i>			
<u>Unit 8</u> <u>Documenting,</u> <u>communication</u> <u>and promotion</u>	60	<ul style="list-style-type: none"> to be aware of importance of documenting, communication and promotion in service-learning implementation to be able to design their recording activities with the students adjusted to their own course/topic to be able to design promotion activities according the basic promotion rules 	<p>Documenting g in service-learning courses</p> <p>Promotion and communication in service-learning</p>
<i>Break</i>			
<u>Unit 9</u> <u>Template for</u> <u>the course</u> <u>with the</u> <u>service-</u> <u>learning</u>	20	to use the template for the course to plan their own course with the implementation of the service-learning	Template for the course
<u>Unit 10</u> <u>Evaluation of</u> <u>the training</u>	20	to evaluate the trainings and benefits for the own teaching strategies	Evaluation of the training
<i>After few weeks</i>			
Presentations of the plans for service-learning courses by participants	<i>According to the number of participants</i>		

4. TRAINING FLOW FOR TRAINING

UNIT 1 INTRODUCTION TO THE TRAINING			
Topic	Learning outcomes:	Methods:	Time allocated
Introduction of the training and objectives of the training	to name the objectives of the training	Exercise 1.1: Introduction to the training	5 minutes
Introduction of the participants and trainers	to know the names and short characteristics of participants	Exercise 1.2.: Introduction of the participants and experiences with the service-learning	20 minutes
Expectations, fears and rules	to express expectations and fears regarding the training to agree on common rules during the training	Exercise 1.3.: Expectations, fears and rules	10 minutes

Exercise 1.1: Introduction to the training	
Duration	5 min
Description (step process for the facilitator, including debriefing questions)	<p>Checklist for starting the training:</p> <ul style="list-style-type: none"> - Welcome participants - Introduction of the trainers/ and organisers - Why are we here? - Practical information about the training / administration - Framework of the training, the training method - Framework and intellectual outputs of the SLIHE project <p>Ask participants to make their own name cards and stick on shirts – it will help the communication between unknown participants</p>
Materials needed	etiquette label and colour pens

Exercise 1.2.: Introduction of the participants and experiences with the service-learning	
Duration	20 min (depends on the number of the participants)
Description (step process for the facilitator, including	All participants should tell their name, faculty and department they are working in, their position and their experiences with the service-learning implementation.

debriefing questions)	Trainer needs to calculate the time allowed for each participant depending on the number of the participants.
Materials needed	Smaller ball which is easy to catch

Exercise 1.3.: Expectations, fears and rules	
Duration	10 min
Description (step process for the facilitator, including debriefing questions)	<p>The trainer asks the group members to write on 4 different coloured post-its everything that answers the following questions:</p> <ul style="list-style-type: none"> - What do I expect from the training? - What do I expect from the group? - What do I expect from myself? - What am I afraid of? Anything I do not want to happen during this training? <p>After 5 min individual work, participants come to the flipchart which is divided into four columns according to the four questions listed and stick their post its on it in the relevant column by explaining it to the group. Then the trainer is commenting expectations showing how the training can meet the demands. If some expectations cannot be fulfilled during the training, the trainer proposes what or who can help.</p> <p>The trainer relates to fears as well explaining or asking what could reduce them. Trainer can ask at this point: "Whose responsibility is it?" This can lead to creating the group rules – next exercise.</p> <p>Description of the task: trainer sticks a big paper – maybe give some drawing for the rules like a codex – and write „Group rules“.</p> <p>Participants can explain their own wishes – and you can use the information from the Expectations and fears game.</p> <p>Finally, the group can agree that this is a contract and is signed by everyone.</p> <p>Put the final paper on the wall where it can be viewed and if it is necessary you should add new rules</p>
Materials needed	Flipchart paper, thick pencils, post-its

UNIT 2 THIRD MISSION OF UNIVERSITIES			
Topic	Learning outcomes:	Methods:	Time allocated
University in postmodern society	<p>to name the challenges at different levels – global, Europe/state/regional</p> <p>to explain the importance of university in their region</p>	Exercise 2.1: The challenges for university	15 minutes
Third mission of university	<p>to explain how to link education, research and social responsibility</p> <p>to know arguments for the development of third mission</p> <p>to identify how is the third mission presented in the documents of my university</p>	Exercise 2.2: Third mission of university	20 minutes
Third mission of university in my pedagogical practice	to self-reflect on my activity/my role	Exercise 2.3: Third mission of university in my pedagogical practice	20 minutes

Exercise 2.1 Challenges for university	
Duration	15 min
Description (step process for the facilitator, including debriefing questions)	<p>Trainer emphasizes that universities play an important role in the development of society at different levels.</p> <p>On the flipchart draws concentric circles. Mark them: World / Europe / State / Region.</p> <p>Ask the participants to use brainstorming; to write on 4 post-its words that come to their mind when thinking about current challenges for university at every level.. Do not ask for whole sentences, only for words.</p> <p>Invites participants to stick post-its into individual circles.</p> <p>Trainer can summarize the list of challenges for university and</p>

	ask the participants to vote for 3 the most important challenges for university in connection to social responsibility at the regional level.
Materials needed	Flipchart paper, etiquette label 4 different colours and pens

Exercise 2.2 Third mission of university	
Duration	20 min
Description (step process for the facilitator, including debriefing questions)	<p>The trainer recalls three different roles of the university - education, research and social responsibility.</p> <p>The trainer will ask participants to divide into 3 groups:</p> <p>Group 1: How do you pursue your colleagues about the importance of the third mission of university?</p> <p>Group 2: How is the third mission presented in the documents of your university?</p> <p>Group 3: Why should be supported the third role of the university?</p> <p>Groups have 10 minute to discuss.</p> <p>The trainer invites one member of each group to report on the outcome of the discussion.</p> <p>The trainer summarizes the results of the discussion.</p>
Materials needed	A strategic document on university development could be useful <u>Handout 1 The third mission of university</u>

Exercise 2.3 Third mission of university in my pedagogical practice	
Duration	20 min
Description (step process for the facilitator, including debriefing questions)	<p>The trainer writes on the flipchart the two questions:</p> <ol style="list-style-type: none"> 1. How do you develop the third mission of University in your courses? 2. How could you develop the third mission? <p>The trainer will ask participants to answer both questions for themselves.</p> <p>After self-reflection, participants are invited to exchange their experiences and ideas in pairs.</p> <p>The trainer asks each participant for a brief self-reflection on the exercise: What did you realize through the exercise? What is the benefit for you?</p>
Materials needed	Flipchart, pen

UNIT 3 SERVICE-LEARNING COMPONENTS AND DEFINITION			
Topic	Learning outcomes:	Methods:	Time allocated
Why we should teach different?	to reflect the demand of using innovative approach in teaching in connection with the service-learning	Exercise 3.1: Why should I change my teaching practice?	45 minutes
Service and learning in service-learning	to identify key components and models of service-learning to explain what defines service-learning	Exercise 3.2: Service and learning in service-learning	45 minutes

Exercise 3.1: Why should I change my teaching practice?	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	<p>The trainer will use the mix of the Disney method (see for example: Mulder, P. (2012). Walt Disney Method. Retrieved [from ToolsHero: https://www.toolshero.com/creativity/walt-disney-method/] for answering the question: Why should I change my teaching practice?</p> <p>There will be three rounds with discussion in the same group:</p> <p>To successfully apply the Walt Disney Method, three places must be reserved within the same room in which the role of 'dreamer', 'realist' and 'critic' can be assumed in turn. In large brainstorming sessions three separate rooms can be used in which the 'dreamers', 'realists' and 'critics' can discuss the ideas separately and consecutively. Subsequently, the work will continue in three phases.</p> <p>Phase 1</p> <p>The objectives are looked at from the perspective of the dreamer. The creative and visual thoughts that come up should not be hindered by reality and possible risks. The Walt Disney Method is all about brainstorming power and the quantity of all the ideas that have been submitted.</p> <p>For this group the trainer can put this characteristic: <i>Dreamers</i> A dreamer is not hindered by strait-jacketing but is creative and imaginative and sees limitless opportunities.</p>

	<p>Phase 2</p> <p>In this phase the possible ways to achieve the objective are looked at from the perspective of the realist. This concerns the ability of making a dream a reality. Limitations and possible risks should therefore not be seen as obstacles but as challenges.</p> <p>Realist</p> <p>The realist looks at the practical possibilities to find out whether an idea is really feasible. The realist looks at aspects such as the available amount of means and time.</p> <p>Phase 3</p> <p>The critic's perspective will be used to represent how the end user will experience the plan or idea. Possible risks and gaps will be critically examined and changes and areas of improvement will be submitted.</p> <p>Critic</p> <p>The critic does not criticize the plans of the dreamer or the insight of the realist, but looks at a plan like an observer and filters out and removes all crucial mistakes.</p> <p>After group work, the group is coming with the answers from different perspectives.</p> <p>Debriefing:</p> <ol style="list-style-type: none"> 1. What did you do? 2. What did you learn? 3. How you can use it for your future for and for the implementation of innovative approaches to your work?
Materials needed	Flipchart papers, markers, description of the roles for participants

Exercise 3.2: Service and learning in service-learning	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	<p>Split in to two groups – different parts of the groups</p> <p>One group: participants should list the aims of their courses - individually and we do the list of the aims together in the group "What are you teaching in your course? Which competences do you want to develop?" - write each on one paper.</p> <p>Second group: participants should list the potential community needs in the community outside the university, keeping in mind that in order to plan a real service-learning project they will need</p>

	<p>to reach out to the community and ask them which their need are or at least contrast the teachers and students' ideas with those of the community: "Think about the possible/real needs of different target groups in the city, town, region ..." for example: seniors have no social contacts, young people have no spaces for free time activities, extremism, unemployment... write each on one paper</p> <p>Make couples – find the couple with the other group and try to do the combination of the aims and needs together: "Choose one aim and one need try to find out how you can connect it in the same time – to achieve the teaching aims and fulfil the community needs or solve the problem in the community"</p> <p>Reports in the whole group the combination + put the paper visible together – have the picture of connection.</p> <p>Reflection: Do you think this combination is usefull? Have you ever think about it? Can it work in your class? What did you realize?</p> <p>Explanation of the key components of service-learning and models of service learning – presentation – slow motion – it is useful to use videos for explanation of the service-learning key components.</p>
Materials needed	<p>Paper, markers</p> <p>Presentation about key components of service-learning</p> <p><u>Handout 2 Key components of service-learning and definitions</u></p> <p>Videos about key components of service-learning</p>

UNIT 4 QUADRANT MODEL OF SERVICE-LEARNING AND COMPONENT-BASED TRANSITIONS			
Topic	Learning outcomes:	Methods:	Time allocated
Service-Learning conceptual quadrant model and transitions possibilities from one conceptual quadrant to another.	<p>to define their current understanding of the SL.</p> <p>to distinguish between SL and other types of experiential and community learning (unsystematic volunteerism, systematic volunteerism, internships, field education, professional practice, SL).</p> <p>to identify transitions paths from one conceptual quadrant to another.</p> <p>to redefine SL through the frame of conceptual quadrant model.</p>	Exercise 4.1: SL quadrant model and transitions	45 minutes

Exercise 4.1: SL quadrant model and transitions	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	<p><i>Learning by discovery activity</i> (exercise part 1): participants are grouped (2-3 persons) and asked to offer examples of community-oriented activities of students, write them down and then place the pieces of written examples in the CLAYSS quadrants – 15 minutes</p> <p><i>Basic lecture:</i> Introduction of the conceptual quadrant model of CLAYSS, explain the axes and analyze the examples offered by the participants. 15 minutes</p> <p><i>Learning by discovery activity</i> (exercise part 2): the groups of participants are asked to discuss the transitions paths from one section of the quadrant to another . (15 minutes)</p>
Materials needed	Flip chart, paper, <u>Handout 3 Service-learning conceptual quadrant model</u>

UNIT 5 STEPS & PROCESS (PLANNING AND IMPLEMENTING)			
Topic	Learning outcomes:	Methods:	Time allocated
Planning of service-learning	to plan SL project/course being aware of various organisational aspects related to course, community partner(s) and students.	Exercise 5.1: SL planning	45 minutes
Steps in service-learning and planning the own course	to understand steps in SL course implementation and to plan own SL course	Exercise 5.2: Steps in SL and my own course	45 minutes
Implementing of service-learning	to implement SL project/course being aware of various organisational aspects related to course, community partner(s) and students	Exercise 5.3: SL implementation	45 minutes

Exercise 5.1: SL planning	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	<p><i>Individual work</i> – Every participant is asked: “What are you afraid of?” Write down your own barriers/recognised issues at your institution that might complicate the process of SL implementation. (10 minutes)</p> <p><i>Group work</i> – groups are organizing the obstacles in categories – students, HEI, community, teachers. (10 minutes)</p> <p><i>Group work</i> – go back to the list of barriers from the beginning, review it and try to find solutions, how to overcome the obstacles. Include the steps, whom to approach at the institution, how to involve colleagues, what sources (time, human, financial, material) they might need and who at the institution can help them with it, etc. Sharing of the solutions, not all of the participants need to present their work, but at least 3-4 examples of their lists and solutions. (25 minutes)</p>
Materials needed	flipchart paper, marker, post-its

Exercise 5.2: Steps in SL and my own course	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	<p>Interactive presentation about main steps in service-learning implementation</p> <p>Interactive presentation about planning of the course -</p> <p>Individual work – starting the planning of own course based on questions in Handout 6 with the support of the trainer</p>
Materials needed	<p>Handout 4 Steps in service-learning implementation</p> <p>Handout 5 Checklist of planning and implementation steps</p> <p>Handout 6 Template for preparing of the course with service-learning</p>

Exercise 5.2 SL implementation	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	<p><i>Work in groups of max. 4</i> – give the participants assignments with learning outcomes and partners and let them plan and create SL project/curriculum (or if participants have their own idea what SL course they would like to start, let them work on their own ideas).</p> <p>Every group presents their created SL project.</p> <p>The trainer summarizes the presentations.</p> <p><i>Alternative:</i></p> <p><i>Individual work</i> – starting the planning own course based on questions in Handout 6 with the support of the trainer</p>
Materials needed	<p>flipchart paper, marker</p> <p>Handout 6 Template for preparing of the course with service-learning</p>

UNIT 6 REFLECTION			
Topic	Learning outcomes:	Methods:	Time allocated
Reflection in experimental learning	Be aware of importance of reflections in service-learning implementation	Exercise 6.1: Reflection in experimental learning	20 minutes
Reflection - levels, types, questions	to define different levels and types of reflection to ask reflection questions	Exercise 6.2: Reflection in SL – levels, types and questions	35 minutes
Methods of reflection	to list different methods and to choose appropriate reflection method for the course	Exercise 6.3: Reflection methods	35 minutes

Exercise 6.1: Reflection in experimental learning	
Duration	20 minutes
Description (step process for the trainer, including debriefing questions)	<p><i>At the begging of this unit trainer chooses two participants who will have a special role. Their role is important for the unit 8. Trainer gives the instruction: your role will be to record what you will see during this unit. One participant can be active – he/she can be part of the group discussion and group. Second participant – he/she will be passive, she/he will only look at what is going on. This exercise continues in Unit 8. .</i></p> <p>Trainer will present two examples of reflection results/reports – one including the reflection during the semester and one without the reflection activities (“one poor example and one rich example”) -2 slides besides. Question for teachers: “What is the main difference between these two examples”? + list the differences; write on the flip chart, what happened, what is missing here in the examples? Why do you think it happened this way? 10 minutes</p> <p>At this point, leave this example. Put the slide with experimental learning- explain that reflection is a key element in learning cycle. Go back to the example slide- “In which way you could change the reflection from situation A to situation B?” 10 minutes</p>
Materials needed	Handout 7 Examples of reflection PowerPoint Slides about steps in experimental learning

Exercise 6.2: Reflection in SL – levels, types and questions	
Duration	35 minutes
Description (step process for the trainer, including debriefing questions)	<p>Trainers begin with the question: Try to look back on the training and point out parts when we did reflection. The group answers the questions and trainer writes on flipchart:</p> <ol style="list-style-type: none"> 1. When we did reflection? - add information about the time for reflection 2. What we have reflected? - add information about the levels of reflection 3. Which questions did we used? – add useful questions
Materials needed	<p>Flipchart, marker Handout 8 Reflection in service-learning</p>

Exercise 6.3: Reflection in experimental learning	
Duration	35 minutes
Description (step process for the trainer, including debriefing questions)	<p>Think in pairs and propose a couple of methods that you can apply to reflect. Think on reflection methods, which could be used in your course. Presentation in the group. List different methods and add advantages and disadvantages of different methods.</p> <p>Going back to the own preparation of the course in Handout 6 and plan the own reflection methods for the course</p>
Materials needed	<p>Flipchart, marker Handout 8 Reflection in service-learning</p>

UNIT 7 EVALUATION, CLOSURE AND CELEBRATION			
Topic	Learning outcomes:	Methods:	Time allocated
Evaluation	understand specifics and importance of evaluation of the learning and service in service-learning	Exercise 7.1: Evaluation	90 minutes
Closure	know how to close the SL project	Exercise 7.2: Closure	45 minutes
Celebration	be aware of importance of celebrating the success	Exercise 7.3: Celebration	45 minutes

Exercise 7.1 Evaluation	
Duration	90 minutes
Description (step process for the trainer, including debriefing questions)	<p>Trainer asks the questions like „ How do you know that we have been successful/ unsuccessful at the end of the project? How do we evaluate our work on SL project. How would you do it?“ Participants answer the question and trainer is writing it on the table. If there is no answer one additional question might be „ Who do you think we should evaluate in the project?“ (10 minutes)</p> <p>Trainer puts a slide with the text of the key elements of evaluations. The slide consists of connection-triangle between students, community, and teacher. Evaluations should be at least:</p> <ol style="list-style-type: none"> Student evaluating teachers and community partner, Community partner evaluating students and teachers, Teachers evaluating community partner, Teacher do self-evaluation based on all proposed evaluations. <p>Trainer asks the question “what is the difference between grading and evaluating? “. Explanation is that grading is about the learning goals of the course and SL evaluations are much broader (it is the whole process, not just the part that teacher-student was in relation). Teacher grades students via exam. (10 minutes)</p> <p>Participants are grouped in four groups according to the four elements of evaluations. Each group has a task to state elements</p>

	<p>that they think are vital and key for evaluations. Time proposed for that is 20 minutes. After that, the representative reports to everybody. (35 minutes)</p> <p>Alternative method: you name one participant/project that needs to form evaluations. Let everybody help him/her in creating the whole set of evaluations. Divide the group in four subgroups and everybody is helping one person to create evaluations.</p> <p>After that, trainer shows the slide about the key elements of evaluation for each of the representative evaluations. Teacher gives handout/shows and digitally shares the examples of the evaluations for each of the proposed group. (15 minutes)</p> <p>The tip is to relate the aim of the project with elements of evaluations. Do not evaluate something that you did not do.</p> <p>The key component of the evaluation is roughly: the content, context and process of the relation during the semester. It is good to consider some already existing evaluation forms, while they have been tested for validity and reliability. (5 minutes).</p> <p>After the evaluations, there is a need to reflect of those evaluations and think about the elements that should be improved in the next teaching cycle.</p> <p>Individual work – going back to the individual preparation of the course</p>
Materials needed	

Exercise 7.2 Closure	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	Trainer gives print out slides with the problem to participants. On each of the slide there is one problem connected to not properly closing SL project. One could be that community partner keeps calling students after the end of the semester, one could be that community partner is asking some additional research from students and teacher, one could be that community want to prolong the SL project, one could be that community partner has changed and the new person is asking for some clarification of the beginning of the project and demands some changes in the final report.

Participants have a couple of minutes (2-3 minutes) to discuss about the problem. Trainer can give instructions like “What happened here? Why do you think that that happened? What could you do in order not for this situation to happen?”. Some of the participants talk about their slide, proposition for solution. Trainer could write them on board by grouping them in three sections: things that should be done at the beginning of the project, things that should be done in the middle of the project and things that should be done at the end of the project. (10 minutes).

Trainer gives slide on elements that should be done in order to close the SL project properly. One element is being clear about the deadlines, students’ obligations and exams sessions. Community partner and students should be faced with deadlines during the semester and distinctive deadlines for each of them in order to accomplish the SL project on time.

Trainer could circle the elements on board which are connected to communication and elements which are connected to the content of the project. Communication and content elements should be presented during the whole project on the continuous basis.

The proposed elements for the closure are:

- Students finish their written report on time and arrange presentation with community partner (there could be option for community partner to come to the school)
- There could be some formal and informal presentation of the results
- There could be some event organized in order to promote the project results. Media or some other third parties (vice-deans, head of department, community partner boss, community partner stakeholder or customer) could be present on the formal presentation
- Community partner signing a letter saying that the SL project goals are met, he/she received the written report and data proposed at the beginning of the project and that the whole project is closed. By signing this letter community partner signs that he/she has no additional demands from students/teacher based on the proposed SL project
- Community partner filling in the evaluation form about students, teacher and the process of SL project.
- Teacher meeting with community partner after the

	<p>presentation (picking the evaluation forms), discussing about the benefits of the projects and areas for improvement.</p> <ul style="list-style-type: none"> • This is the moment to plan for additional project in the next semester. <p>Community partner can continue to have relation with students in specific forms. Students might start working/volunteering for the community partner but it has to be clear that teacher is not pushing for this relation or being in charge for the post- relation stage after concluding SL project. The bond between community partners and the university may also continue in subsequent projects. (35 minutes)</p>
Materials needed	

Exercise 7.3 Celebration	
Duration	45 minutes
Description (step process for the trainer, including debriefing questions)	<p>Trainer could ask “Why do you think that celebration is important?” Participants answer and trainer is writing it on the chart. They discuss each point and participants give examples from other projects, events, learning environment why this is important (20 minutes).</p> <p>Trainer states some examples why celebrating end/success/ finish of the learning cycle is important. The end of the SL project is time pressured and stressful for everybody. Party and celebrating is the moment of taking, making informal relations and reflect on some specific stressful moments with humour and laugh.</p> <p>Trainer shows some picture of celebration in different ways, forms, methods and environment. It could be simple “thank you speech at the end of student presentation”, organizing special presentation for media/stakeholder/community partner boss, small party, or some other type of event in the school or in the public space or at the community partners space.</p> <p>Cases include paper of recognition issued for community partner/students/teacher that could be used for public relation purposes, enriching CV or proof for teacher promotion. Keeping the contact after closing the SL project could be beneficial for future SL projects. (25 minutes)</p>
Materials needed	

UNIT 8 DOCUMENTING, COMMUNICATION AND PROMOTION			
Topic	Learning outcomes:	Methods:	Time allocated
Documenting	To be aware of importance of documenting in service-learning implementation to be able to design their documenting activities with the students adjusted to their own course/topic	Exercise 8.1: Documenting in SL	20 minutes
Communication and promotion	To be aware of importance of documenting in service-learning implementation to be able to design promotion activities according the basic promotion rules	Exercise 8.2: Communication and promotion in SL	40 minutes

Exercise 8.1: Documenting in SL	
Duration	20 minutes
Description (step process for the trainer, including debriefing questions)	<p>The trainer asks 2 selected participants (see Unit about reflection) to present the report from the unit about documenting – they have the instruction to prepare the presentation during the break, but separately. They should present what they saw, what participants did during the unit. They have 5 minutes for the presentation.</p> <p>After presentation group discussion – if they see differences in presentations, what are reasons for differences, how participants did recording. 10 minutes</p> <p>Summary from the trainer (he/she can use the presentation) – why is the documenting in SL courses important, who can do documenting, how we can do documenting. 10 minutes</p> <p>Importance of documenting 1. For the reflection and evaluation 2. For the communication and promotion – continuing in next exercise</p>
Materials needed	flipchart,

Exercise 8.2: Communication and promotion in SL	
Duration	40 minutes
Description (step process for the trainer, including debriefing questions)	<p>Trainer splits participants in two groups. The task of each group is to prepare the promotion of the training for service learning or promotion of selected course with the service learning implementation. They can use different formats of promotion (30 minutes).</p> <p>Presentation of results from group work (10 minutes)</p> <p>Summary of the principles in communication and promotion (PPT presentation).</p> <p>Individual work – going back to the individual preparation of the course</p>
Materials needed	flipchart, papers, pens, colours, PPT presentation about principles of communication and promotion

UNIT 9 TEMPLATE FOR THE COURSE WITH THE SERVICE-LEARNING AND EVALUATION OF TRAINING			
Topic	Learning outcomes:	Methods:	Time allocated
Template for the course with the service-learning implementation	to use the template for the course to plan the own course with the implementation of the service-learning	Exercise 9.1: Template for the course with the service-learning implementation	15 minutes

Exercise 9.1: Template for the course with the service-learning implementation	
Duration	15 minutes
Description (step process for the trainer, including debriefing questions)	The trainer presents template for the course with the examples of the filled parts or goes back to the Handout 5
Materials needed	Template for the course with examples Handout 5 Checklist of planning and implementation steps

UNIT 10 EVALUATION OF TRAINING			
Topic	Learning outcomes:	Methods:	Time allocated
Evaluation of the training	to evaluate the training and benefits for the own teaching strategies	<p>Exercise 10.1: Back to expectations</p> <p>Exercise 10.2: Cinquain</p> <p>Exercise 10.3: Pizza evaluation + filling the evaluation questionnaires</p>	25 minutes

Exercise 10.1: Back to expectations	
Duration	5 minutes
Description (step process for the trainer, including debriefing questions)	The participants go back to the expectations regarding the training at the beginning of the training. They reflect if the training fulfil expectations.
Materials needed	

Exercise 10.2: Cinquain	
Duration	10 minutes
Description (step process for the trainer, including debriefing questions)	<p>The cinquain is the reflection method, which summarizes information about the topic, reflects important thoughts, feelings and convictions in the form of short terms. It is possible to use it in groups or individually.</p> <p>The trainer gives to the participants this instruction:</p> <ol style="list-style-type: none"> 1. Line: name of the topic – one word – substantive 2. Line: description of the topic – two words – adjectives 3. Line: story connected with the topic – three words – verbs 4. Line: sentence – four words – it presents emotional relation, attitude to the topic 5. Line: synonymous of the topic from the first line – one word – association – recapitulation of the essence of the topic

	Presentation of the results in the group.
Materials needed	Pen, paper

Exercise 10.3: Pizza evaluation + evaluation questionnaire	
Duration	10 minutes
Description (step process for the trainer, including debriefing questions)	<p>A circle is drawn on a flipchart, divided into slices covering the main topics of the training: accommodation, communication with organizations, content, trainers, etc. Each participant comes and puts a dot on each slice according to his/her degree of satisfaction.</p> <p>Written questionnaire: Participants are asked for feedback by fulfilling the already prepared written questionnaires.</p>
Materials needed	<p>prepared flipchart with pizza evaluation</p> <p>prepared written questionnaires</p>

5. HANDOUTS

HANDOUT 1 THE THIRD MISSION OF THE UNIVERSITY

As a concept the “third mission” of the university is barely a decade old. It has however become rapidly popular to refer to a further goal to add to the universities’ traditional teaching and research missions: the perceived need to engage with societal demands and link the university with its socio-economic context.

University’s Third-Mission refers to an additional function of the universities in the context of knowledge society. Thus, the university is responsible:

- for qualifying the human capital (Education – the first mission)
- for producing new knowledge (Research – the second mission).
- for engaging with societal needs and market demands by linking the university’s activity with its own socio-economic context.

Today universities develop their strategies around these three missions. The service-learning strategy is one of the strategies of fulfilling the third mission of the university.

“It is now common to acknowledge a ‘third mission’ for universities that deliver benefits for host societies. It has been defined as social, enterprising, innovation activities that universities carry out alongside their teaching and research activities whereby additional benefits are created for society (Montesinos *et al.*, 2008).

The basic contours are well-understood, although sometimes in a slightly reductionist form, as a concern with commercialisation and profit takes precedence over the creation of wider societal value added (*cf.* Clark, 1998; AWT, 2007). But the idea of the third mission did not emerge from outside the system. Rather, it emerged from universities’ responses to a wider set of drivers.

“The rise of the third mission in universities can therefore be understood as responding to the demand for useful knowledge by seeking to create different kinds of knowledge through engagement with other kinds of (commercial) knowledge producers. This, in turn, has changed the internal university calculus around what constitutes appropriate kinds of knowledge. This has had wider institutional implications for universities concerning the suitability of particular institutional forms of teaching and research that are necessary to create and support this knowledge.” (Zomer, Benneworth, 2011)

From 3 “missions” to 3 “functions”

In 2007, Philippe Laredo in a paper for the OECD suggested that, instead of referring to the Third Mission, it was better to conceptualise the university in terms of three central functions: “mass tertiary education”, “professional specialized higher education and research”, and “academic training and research”. These different functions call for

different ways of interacting with society, and are pursued by universities in different mixes.

References:

AWT (2007) Alfa en Gamma stralen - Valorisatiebeleid voor de Alfa- en Gammawetenschappen, Den Haag: Adviesraad voor het Wetenschaps- en Innovatiebeleid.

Clark, B. (1998) *Creating Entrepreneurial Universities: Organizational Pathways of Transformation*, Pergamon/IAU Press, Oxford.

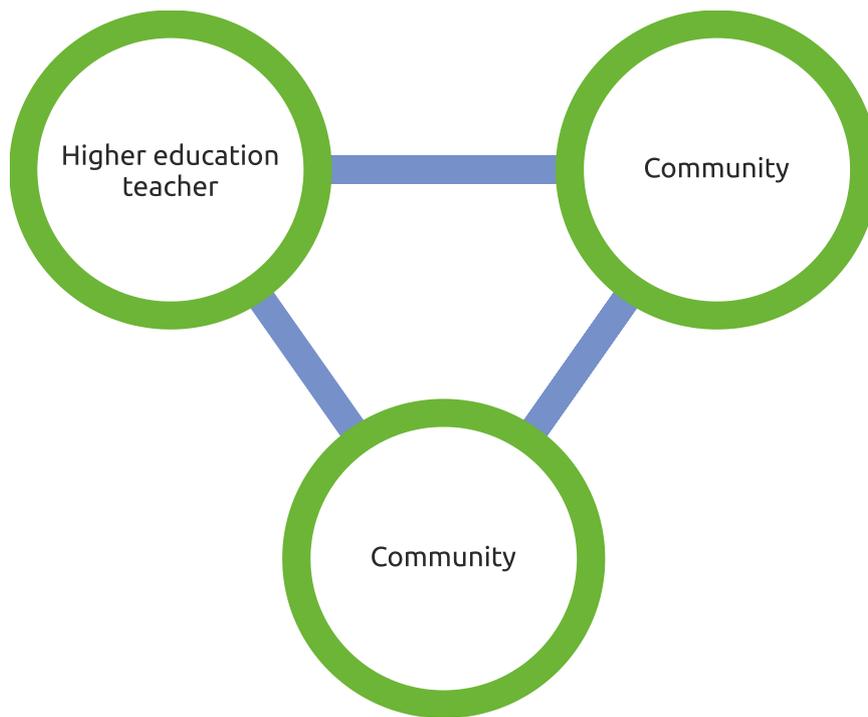
Larédo, P. Some reflections about the characterization of Universities. INGENIO workshop on third mission approaches and indicators Valencia: 10.11. 2008. http://www.ingenio.upv.es/sites/default/files/otros_seminarios/lar_pres.pdf

Montesinos, P., Carot, J. M., Martinez, J.-M. & Mora, F. (2008) "Third Mission Ranking for World Class Universities: Beyond Teaching and Research", *Higher Education in Europe*, 33(2) pp. 259 — 271

Zomer, A. & Benneworth, P. (2011) The rise of the university's Third Mission, in J. Enders, H. F. de Boer & D. Westerheijden (eds) *Reform of higher education in Europe*, Rotterdam, Sense Publishers.

HANDOUT 2 KEY COMPONENTS OF SERVICE-LEARNING AND DEFINITIONS

Key components of the service-learning



The short overview of definitions of service-learning

There is, however, broad consensus that service learning involves the integration of academic material, relevant community-based service activities, and critical reflection in a reciprocal partnership that engages students, faculty/staff, and community members to achieve academic, civic, and personal learning objectives as well as to advance public purposes.

McIlrath, L., Lyons, A. & Munck, R. (2012). Higher Education and Civic Engagement. Palgrave Macmillan. New York.

Teaching and learning pedagogy, connecting discipline-specific theories to real-life problems or issues; a practical and direct application of resources from an educational institution to a community to address a defined need, with the expectation that, in turn, students will learn from their experience; and, a mechanism for translating what we know about civics and our country's history into action.

Goldsmith, S. (2005). Opening address: A new civic era, National Conference on Citizenship, Annual Conference, September 19, 2005.

Service-learning is a method

- by which young people learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;
- that is integrated into the young person's academic curriculum or provides structured time for a young person to think, talk, or write about what he/ she did and saw during the actual service activity;
- that provides young people with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities; and
- that enhances what is taught in the school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

Alliance for Service Learning in Education Reform, "Standards of Quality for School-Based Service Learning" (1993). Service Learning, General. Paper 4.

<https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1001&context=slceslgen>.

We view service learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Bringle, R. G., & Hatcher, J. A. (1996). Implementing Service Learning in Higher Education. The Journal of Higher Education, 67(2), 221–239.

HANDOUT 3 SERVICE-LEARNING CONCEPTUAL QUADRANT MODEL

The **CLAYSS Service-Learning conceptual quadrant model** (Tapia, 2006, adapted from SL 2000 Center, 1996) is one of the most common tools in the literature of SL aiming to distinguish between several types of community-oriented activities, such as: unsystematic volunteerism, systematic volunteerism, internships and Service-Learning.

The conceptual quadrant is defined by the intersection of two axes: (1) vertical axis refers to the quality of the service provided to the community (from low to high), and (2) horizontal axis refers to the degree of integration of learning to the service to be developed (Tapia, 2006).

The **transitions** from one conceptual quadrant to another (i.e. in the direction of developing SL activities) can be performed by adding one or more of the following key elements:

- **content-related curriculum**
- **knowledge to the service of social needs and**
- **the reflection component related to the service in connection to the curricula.**

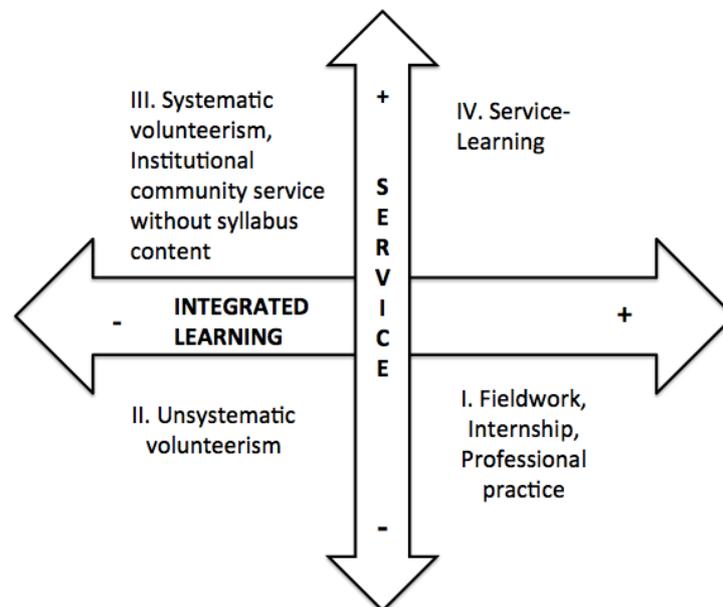


Fig. 1. The conceptual SL quadrant model (adapted by Tapia, 2006 based on the quadrants published by Service-Learning 2000 Center, Stanford University, California, 1996).

Table 1. Examples for each of the sections of the conceptual SL CLAYSS model (based on Tapia, 2006).

No.	Quadrant	Examples of activities
1.	I	<p>Field Work</p> <p>During field work, learning usually takes place outside of own institution, but environmental or social improvement does not necessarily take place; there can be much learning, but little or no service addressing specific needs of the community (Tapia, 2006).</p>
2.	II	<p>Unsystematic Volunteerism</p> <p>In times of emergency (e.g. tsunami, earthquake), it is often necessary to urgently organize actions to respond to the needs associated to the crisis situation (Tapia, 2006). These spontaneous or occasional activities have a small or no amount of planning and lack the educational intent (integrated learning dimension is poorly represented).</p> <p>Spontaneous fund-raising campaigns started by student organizations, i.e. finding the financial support needed by a family of a student who died in a car accident while she was enrolled in the Work & Travel Program in USA (example provided by Babes-Bolyai University, Romania).</p>
3.	III	<p>Systematic Volunteering</p> <p>In some cases, students carry out community service which is systematically organized by the institution. For example, no professional skills are needed to paint walls for programs such as "Habitat for Humanity". Such activities have no intentional relationship with the academic syllabus or the future professional profiles, although their length and institutional framework provide ground for extensive personal development (Tapia, 2006).</p> <p>Cleaning up the Student Campus – a volunteer-based activity organized once or twice per semester by the Council of Students of Babes-Bolyai University, Romania. This is an outdoor activity, with no direct curricular links. All the students can participate depending on their time and availability. Several pictures of students collecting the garbage around the campus are posted on the social media page of the Council, with comments on the social engagement.</p>
4.	IV	<p>SL</p> <p>Service-learning (SL) activity is performed by students of Exact Sciences School in Salta National University (Argentina) and it takes place when field work is academically planned and meets specific social needs through serious volunteering. Hence, students are involved in installing solar energy devices for rural communities</p>

		isolated in the Andes, as part of the practice hours required for the course.
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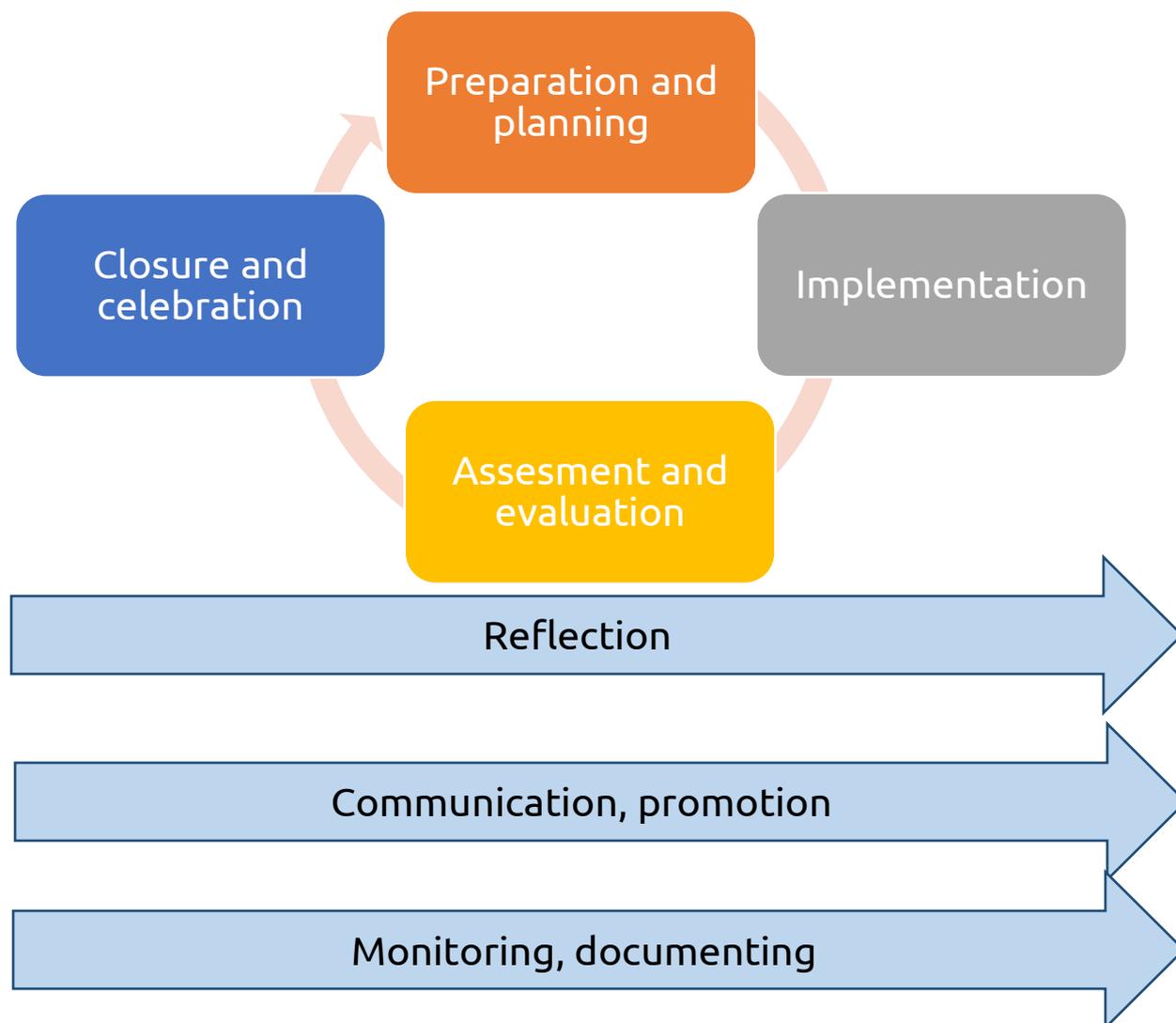
References:

Tapia, M. N. (2006). Aprendizaje y servicio solidario: en el sistema educativo y las organizaciones juveniles [Service-learning in the educational system and in youth organisations] Ciudad Nueva (<http://www.clayss.org.ar/english/servicelearning.html>).

Service-Learning 2000 Center (1996). Service-Learning Quadrants. Stanford University, California.

Regina, C. (2017). Service-Learning in Central and Eastern Europe. Handbook for Engaged Teachers and Students. Buenos Aires. Clayss.

HANDOUT 4 STEPS IN SERVICE-LEARNING IMPLEMENTATION



HANDOUT 5 CHECKLIST OF PLANNING AND IMPLEMENTATION STEPS

Before the course

1) Organisational aspects

- Find out if somebody at your department/institution has already done service-learning courses and try to get some advices / mentoring (e.g. by screening the course curricula and talking with colleagues)
- If you're alone, try to set up a network of likeminded colleagues and students...if not, find out what kind of support you can get from your own department/institution in setting up SL course
- Be sure to check out the rules and undergo through departmental/institutional policies related to curriculum/syllabus changes and collaboration with non-academic partners (e.g. contracts)
- Think about your potential community partners and how to communicate your idea - map various organisations/institutions in your local community that might work in the area of your expertise/research interests/courses ... set up a meeting with them...invite them to your university and discuss your idea ... be appreciative of their feedback ... find out if they want/need a contract with your institution ... discuss their needs and expectations ...
- Work on your idea! Share it with someone and get feedback - is it feasible? is it realistic? does it put your department/institution, students or yourself into "jeopardy"...? (e.g. political risk with some of the topics)
- analyse your capacities and how much time you can actually devote to your SL project/course

2) Course aspects

- go back to the learning outcomes of your course - be sure that SL is the right method to achieve those
- size of the group - how many students do you have? Can you meaningfully engage all of them?
- "small is beautiful" - if it is your first time with SL pedagogy, start planning in small steps (e.g. small project, smaller groups of students, one community partner...)
- develop your curriculum/syllabus on time - think carefully about the potential interactive methods you can use in your classes
- Think about answers on these questions: How will you verify the interests, needs and priorities of the community that you will work with? Who will decide what activity/activities will be developed in the community? Who participates in the diagnosis process? Will our partner community organizations be recipients, collaborators or co-protagonists of the project?

3) Students

- Be sure to check out various legal issues related to students' security/insurance
- Think about which group of students you want to engage into SL course - undergraduate? graduate? Think about their capacity to engage in your SL course/project?
- Think about how you can promote SL and your course among students (especially if it as an elective course) and how you can motivate them to engage

After the course has started

1) Organisational aspects / Community

- how engaged can your community partners and/or students get in (re)organising the course

2) Course aspects

- be sure that the course educational goals are well connected with the planned service - service has the potential for achieving those goals/learning outcomes and communicate the expectations with your students - be realistic about 'saving the world' context - you don't want your students to end up being disappointed
- prepare your students for the possible uncertainty of the process
- engage some professionals from the community (non-academics) in your course - let them work together with your students - let students go into the community/community partners' organisations
- think about questions: What linkages to the curriculum will the Project have? Which other ones could it develop? To what classes in what careers? What could other curricular areas add to the service? How could we invite them to participate? What institutional mechanisms should we resort to in order to link curricular/academic areas to this service project? Are objectives set both for the service and the learning? How do S and L connect, how is that linkage generated?

3) Students

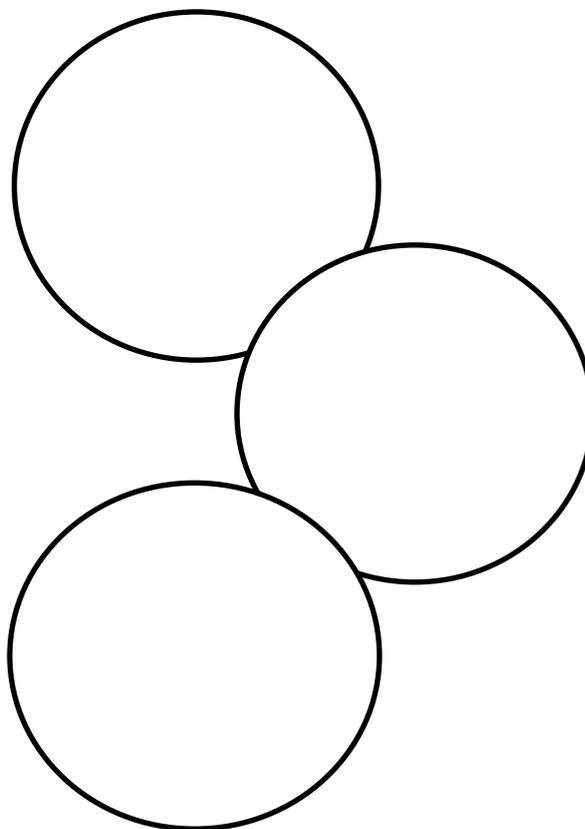
- be sure to share every information about the course with your students (e.g. what you're going to do, how you're going to deliver this course and with whom you are all going to collaborate, what is expected of them) and establish available communication channels (e.g. Facebook group // online course platform...)
- share SL principles with your students (e.g. be sure to discuss the importance of appreciating the knowledge coming from the community, of reciprocity in the process...)
- define working rules and groups/roles together with your students – rights & obligations in regard to ethical and legal issues as well (in communication with partners, in reporting) - define the 'boundaries'

- think about students' involvement in the decision-making process regarding the topic of the project and how it will be dealt with, for example: In which moments of the process are students involved (diagnosis, planning, implementation, evaluation, etc)? In what ways? Does the project include different activities in which different students may participate according to their abilities/competences/capabilities?

HANDOUT 6 TEMPLATE FOR THE PREPARATION OF THE COURSE BASED ON SERVICE-LEARNING

Before you start to teach the course based on the service-learning we recommend you answering few questions. The answering is part of the planning of the course and incorporation of service-learning in your teaching process.

- 1. What is the attitude of your university/faculty/department and other teachers regarding the community activities of students? What are the experiences with the activities?**
- 2. What is your attitude to the community activities and your experiences?**
- 3. Describe your motivation. Why do you want to implement service-learning?**
- 4. What are the needs of your faculty or department? Which needs can be fulfilled by the service-learning implementation?**
- 5. What are the needs of your students?**
- 6. What are the needs in the community an in organization? How you will do the mapping of needs? How you will connect the potential partners?**



- 7. What are the possibilities for service-learning implementation at your school/department? What do you expect are the benefits of the service-learning implementation for your school? Do you need any permission for the service-learning implementation in your course?**
- 8. What are the aims of the service-learning implementation regarding your students? Which knowledge, skills, and competencies do you want to develop? Which experiences should the service-learning implementation bring? What they should learn?**
- 9. What are the aims of the service-learning implementation towards community? What are the expected benefits for community partners?**
- 10. Plan other aspects of the service-learning implementation in your course:**
 - a) What the learning aims of the course?
 - b) What are the aims of the service?
 - c) How you will cooperate with the partners in the community? How will be community involved in the process of the service-learning implementation in different stages? What will be the role of the partners in the community?
 - d) How are the learning and service aims connected?
 - e) For which study program is the course?
 - f) Is the course elective or compulsory?
 - g) How you will motivate students for attending the course?
 - h) Which service-learning model you will implement and why?
 - i) How many students will attend the course?
 - j) What will be the role of students in the different stages of the service-learning implementation? How they will be involved?
 - k) What are the preconditions for the graduating/passing the course? How you will evaluate the students?
 - l) How long will be the service-learning project (one semester...)?
 - m) Where will be the project implemented?

- n) How many teachers will participate in the course?
- o) How you will reflect will students? Which methods are you planning to use?
- p) How you will evaluate the service-learning implementation and the course? How will be different actors involved in the evaluation?
- q) How you will do the reporting about the service-learning projects?
- r) How you will promote the service-learning projects?

11. Which challenges and problems do you think you will need to solve during the service-learning implementation?

12. What to you need to start? Do you need any support? Who can help you?

HANDOUT 7 EXAMPLES OF REFLECTION

Slide 1- good reflection

This is the first time I faced with the usefulness of my knowledge for the practical problem I was facing. It seemed so abstract beforehand and now it made sense. I thought it would be much easier. A lot of communication, misunderstanding, compromises. Community partner was busy and we had to work around his schedule. Luckily I had a team and we managed to share the burden of the project. I learned a lot of my future profession. I hardly wait to start working. My community partner liked the project and we will stay in touch for future needs. Maybe we will work together on some other project. (Nensi, 2016)

Slide 2- bad reflection

I occasionally did the work but actually I did not learned anything. I think I wasted my time. I do not see the point in working so hard and for such a long period of time and all that free of charge. There is no connection with the course whatsoever. I could have used my time more efficiently and effectively. The community partner was not interested in the project at all. We were just intruders in his super busy schedule. (John, 2017)

Additional issues/mistakes

- it is a continuous work during the whole semester
- what is his team saying (did he participated in the team work?)
- community need connect to the course outcome
- understanding service learning at all
- community partner need and communication
- not flexible approach during the semester meeting community partner time and needs

HANDOUT 8 REFLECTION IN SERVICE--LEARNING

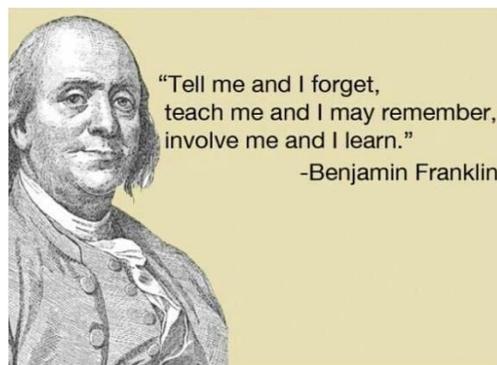
Why we connect service-learning and reflecting?

Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves.

Source: Eyler and Giles, 1999 found on

<https://serc.carleton.edu/sp/library/service/what.html>

Experimental learning



The most common approach to Kolb's Cycle of Experimental learning could be expressed with the following graphics:

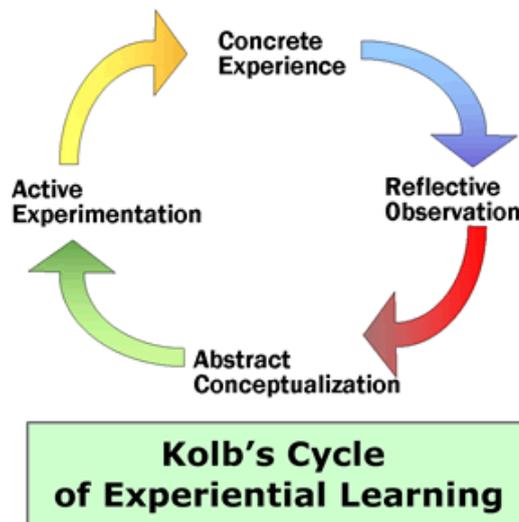


image by Karin Kirk

Source: <https://serc.carleton.edu/sp/library/enviroprojects/what.html>, retrieved on August 31 2018

Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."

Kolb's Experiential Learning Theory presents a cycle of four elements

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

The cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. (Oxendine, Robinson and Willson, 2004) .

How to ask reflective questions?

What? What happened?

What did you observe?

What issue is being addressed or population is being served?

So What?

- Did you learn a new skill or clarify an interest?
- Did you hear, smell, or feel anything that surprised you?
- How is your experience different from what you expected?
- What impacts the way you view the situation/experience? (What lens are you viewing from?)
- What did you like/dislike about the experience?
- What did you learn about the people/community?
- What are some of the pressing needs/issues in the community?
- How does this project address those needs?

Now What?

- What seem to be the root causes of the issue addressed?
- What other work is currently happening to address the issue?
- What learning occurred for you in this experience?
- How can you apply this learning?
- What would you like to learn more about, related to this project or issue?
- What follow-up is needed to address any challenges or difficulties?
- What information can you share with your peers or the community?
- If you could do the project again, what would you do differently?

Source: <https://sl.engagement.uconn.edu/critical-reflection-for-service-learning/#>,
retrieved August 31 2018

Elements of reflection

Effective strategies for fostering reflection are based on four core elements of reflection known as *the 4 Cs of reflection* (Eyler, Giles and Schmiede, 1996). These elements are described below:

Continuous reflection: Reflection should be an ongoing component in the learner's education, happening before, during, and after an experience.

Connected reflection: Link the "service" in the community with the structured "learning" in the classroom. Without structured reflection, students may fail to bridge the gap between the concrete service experience and the abstract issues discussed in class.

Challenging reflection: Instructors should be prepared to pose questions and ideas that are unfamiliar or even uncomfortable for consideration by the learner in a respectful atmosphere. Reflection must challenge students and provoke thought in a more critical way.

Contextualized reflection: Ensures that the reflection activities or topics are appropriate and meaningful in relation to the experiences of the students.

Source: <https://sl.engagement.uconn.edu/critical-reflection-for-service-learning/#>,
retrieved on August 31 2018

Ideas for Reflection Practices

Reflection can happen in the classroom, at the community organization, or individually through course assignments. There are a wide range of meaningful reflective practices and strategies that can be incorporated into service-learning, including the frequently used approaches listed below.

- **Journals:** Writing in journals is widely used by service-learning programs to promote reflection. They're most meaningful when instructors pose key questions for analysis.
- **Ethnographies:** Students capture their community experience through field notes.
- **Case Studies Papers:** Students analyze an organizational issue and write a case study that identifies a decision that needs to be made.
- **Multimedia Class Presentations:** Students create a video or photo documentary on the community experience.
- **Theory Application Papers:** Students select a major theory covered in the course and analyze its application to the experience in the community.
- **Agency Analysis Papers:** Students identify organizational structure, culture and mission.
- **Presentations to Community Organizations:** Students present work to community organization staff, board members, and participants.

- **Speakers:** Invite community members or organization staff to present in class on their issue area.
- **Group Discussion:** Through guided discussion questions, have students critically think about their service experiences.
- **Community Events:** Identify community events that students can attend to learn more about issues.
- **Mapping:** Create a visual map that shows how the service-learning experience connects to larger issues at the state/national/global level.
- **Videos:** View a video or documentary to elicit discussion about critical issues that relate to their service experiences.
- **Letters-to-the Editor:** Students write a letter-to-the-editor or to government officials that address issues important to the community organizations where they are working
- **Creative Projects:** Students make a collage or write a poem or song to express an experience.
- **Blog:** Create a course blog where students can post comments on their experiences.
- **Reflective Reading:** Find articles, poems, stories or songs that relate to the service students are doing and that create discussion questions.

Source: <https://sl.engagement.uconn.edu/critical-reflection-for-service-learning/#>,
retrieved on August 31 2018

Sample Reflection Questions

- What is your role at the community site?
- What were your initial expectations? Have these expectations changed? How? Why?
- What about your community involvement has been an eye-opening experience?
- How do you motivate yourself to go to your site when you don't feel like it?
- What specific skills have you used at your community site?
- Describe a person you've encountered in the community who made a strong impression on you, positive or negative.
- Do you see benefits of doing community work? Why or why not?
- Has your view of the population with whom you have been working changed? How?
- How has the environment and social conditions affected the people at your site?
- What institutional structures are in place at your site or in the community? How do they affect the people you work with?
- Has the experience affected your worldview? How?
- Have your career options been expanded by your service experience?
- Why does the organization you are working for exist?
- Did anything about your community involvement surprise you? If so, what?
- What did you do that seemed to be effective or ineffective in the community?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- What are the most difficult or satisfying parts of your work? Why?

- Talk about any disappointments or successes of your project. What did you learn from it?
- During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?
- How are your values expressed through your community work?
- What sorts of things make you feel uncomfortable when you are working in the community? Why?
- Complete this sentence: Because of my service-learning, I am....

Source: <https://sl.engagement.uconn.edu/critical-reflection-for-service-learning/#>,
retrieved on August 31 2018

Literature

1. *, Critical Reflection for Service Learning, University of Connecticut, <https://sl.engagement.uconn.edu/critical-reflection-for-service-learning/#>, retrieved on August 31 2018
2. *, Pedagogy in action, the SERC portal za educators (2018). <https://serc.carleton.edu/sp/library/enviroprojects/what.html>, retrieved on August 31 2018
3. Eyler, J., Giles, D.E. & Schmiede, A. (1996). A Practitioner's Guide to Reflection in Service-Learning identify, Student voices and reflection, Vanderbilt University, 1996
4. Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. New Jersey: Prentice-Hall
5. Oxendine, C., Robinson, J. & Willson, G. (2004). Experiential learning. Learning, Teaching & Technology, ebook
6. Eyler and Giles, 1999 found on <https://serc.carleton.edu/sp/library/service/what.html>

Example of evaluation questionnaire

Please fill in all questions in the questionnaire. All of your answers will be used to improve future trainings!

1. Evaluate the usefulness of different parts of the training, using the following assessment scale (check each unit of the training):

1 – Very useful 2 – Partly useful 3 – Not useful

Training units	1	2	3
Unit 1 Introduction to the training			
Unit 2 Third mission of universities			
Unit 3 Service-learning key components and definition			
Unit 4 Quadrant model of service-learning and component-based transitions			
Unit 5 Steps & Process (planning and implementing)			

Unit 6 Reflection in SL			
Unit 7 Evaluation, closure and celebration			
Unit 8 Recording, communication and promotion			
Unit 9 Template for the course with the service-learning and evaluation of training			

2. Please express the level of your agreement with this statements:

1 strongly agree 5 strongly disagree

Statements	1	2	3	4	5
I will use the knowledge and skills acquired at the training in my further work with students					
The training met my expectations					
During the training I acquired new knowledge and skills in service-learning methodology					
Presentation was clear and understandable					
Presentation was interesting and inspiring					
I had enough space for sharing experiences between participants during the training					
I had enough opportunities for active participation during the training					
The quantity of written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) was exactly right.					
The written material (teaching aids, scripts, Power Point presentation, references, utilized online elements) is clear and comprehensible.					
I had enough opportunities for learning during the training					
I am satisfied with the overall quality of the training					
Handouts and materials for participants were sufficient					
Spaces and refreshment were adequate					
The time allotted for the training was utilized/filled in an optimal way.					

3. What did you learn during the training?

4. Please specify the part of the training that had the biggest impact on you.

5. Which changes or recommendations for improvement of the training would you propose to the trainer(s)?

6. In case you have additional comments, please add them here:

ANNEXES – SERVICE-LEARNING IN HIGHER EDUCATION IN PARTNER'S COUNTRIES

Service-learning in Higher Education in Austria

Service-learning in Higher Education in Croatia

Service-learning in Higher Education in Czech Republic

Service-learning in Higher Education in Romania

Service-learning in Higher Education in Slovakia

Service-learning Higher Education in Austria

The **Third Mission** is the engine to initiate an exchange outside the scientific system and to find answers to societal challenges. This includes, for example, references and articles on research results in the media as well as Service Learning. The focus of Third Mission is on the exchange between academia and outside world in areas of teaching and research. On the one hand, the Third Mission has an economic dimension, in which a resource-oriented economic pattern of action can be recognized (e.g. technology transfer), on the other hand, a societal dimension that can be seen as the understanding of science in society. The Third Mission is considered as a way of thinking to accomplish these first two missions.¹ Service Learning is viewed as part of the Third Mission. By addressing the concept and significance of the Third Mission for universities and society, **Service Learning** has also gained in significance in Austria. Service Learning as a form or tool to fulfil the Third Mission belongs to teaching as well. Thus, Service Learning affects both missions – teaching and Third Mission – of the university alike.

In 2017, the Austrian Federal Ministry of Science, Research and Economics issued a **National strategy on the social dimension of higher education**. Whereas the focus of these “action lines” is to facilitate easier access to higher education for students of different backgrounds, and the concept of Service Learning is not mentioned explicitly, some measures also approach contents of Service Learning in the widest sense. This includes e.g. “action line 3: recognition and validation of non-formal and informal competencies”, which mentions the need for a “final cross-sector agreement on a strategy for validating non-formal and informal learning under the framework of the **Strategy for life-long learning in Austria, LLL:2020**”². The aforementioned Austrian LLL:2020-Strategy, accordingly, in “Action line 6” comprises the “reinforcement of ‘community education’ approaches through community institutions and in organized civil society”.³

One of several Austrian offers to, inter alia, support community learning is the platform **Atlas of good teaching**,⁴ which was implemented by the Federal Ministry of Education, Science and Research in cooperation with the Austrian higher education institutions. The website also provides examples of good practice on the topic of Service Learning, with in-depths descriptions of the courses, as well as recommendations for putting them into practice.

An increasing number of Austrian universities, universities of applied sciences and teacher training colleges have been carrying out **courses on Service Learning** successfully for

¹ Pinheiro, R., Langa, P., Pausits, A. (2015). The institutionalization of universities’ third mission: introduction to the special issue. In: European Journal of Higher Education 5(3), p. 227–232.

² Federal Ministry of Science, Research and Economics (2017): National strategy on the social dimension of higher education. Towards more inclusive access and wider participation. Brief summary, p. 5.

³ Republik Österreich (2011): Strategie zum lebensbegleitenden Lernen in Österreich. LLL:2020, p. 32.

⁴ Atlas der guten Lehre: <http://www.gutelehre.at>

several years now.⁵ The University of Vienna e.g. launched a platform for teachers in higher education to obtain information on the topic of Service Learning as well as share ideas on courses.⁶ Institutional units such as the *Service and competence center for innovative teaching and learning* at the St. Pölten University of Applied Sciences or the *Center for learning technology and innovation* at the University College of Teacher Education Vienna, as well as several others, also conduct workshops to support teachers in higher education on the topic of Service Learning.⁷

Prepared by Maria Haupt

⁵ For examples of best practice in Austria, see also the report of “Europe Engage. Developing a culture of civic engagement through service learning within higher education in Europe. Report: Identifying best practices” (2016): <http://europeengagedotorg.files.wordpress.com/2015/10/o2a2-full.pdf> (31.03.2019).

⁶ See <http://thirdmission.univie.ac.at/service-learning/> (31.03.2019).

⁷ See e.g. <http://skill.fhstp.ac.at/2017/10/tdl17fhstp-service-learning-third-mission-als-motor-form-von-deeper-learning/> or <http://zli.phwien.ac.at/?s=service+learning> (31.03.2019).

Service-learning Higher Education in Croatia

First efforts of establishing 'real' service-learning courses at higher education level in Croatia can be traced to late 90's and Faculty of Humanities and Social Sciences at the University of Rijeka - a module titled "Education for Civil Society Development" was launched in academic year 1997/98 at the Department of Pedagogy⁸. At the time, the module consisted of three courses - Education for Civil Society Development, Pedagogy of Leisure Time and Experiential Learning in Extracurricular Activities - and all three courses lasted throughout the whole academic year. Following their own (professional) interests, students were expected to establish a sustainable relationship with local NGOs, engage in particular projects and activities that could reflect upon and contribute to certain issues of local importance, and ultimately report on their engagement through various assignments and forms of reflective diaries.

Similar initiatives (although not always set up to follow service-learning principles) started to appear at different universities from early 2000 onward, however embedded dominantly in the field of social sciences. Academics from the University of Rijeka (Faculty of Humanities and Social Sciences, Faculty of Economics) and from the University of Zagreb (Faculty of Education and Rehabilitation Sciences, Faculty of Political Science and Faculty of Humanities and Social Sciences) were those bringing service-learning pedagogy and innovations in higher education teaching and learning. Such initiatives were sporadic, usually without any particular institutional support and embedded in elective, rather than mandatory courses.

The first impulse for more sustainable service-learning courses appeared in 2017 within the Operational Program "Effective Human Resources 2014-2020" of the European Social Fund. The Office for Cooperation with NGOs of the Republic of Croatia, as an intermediate body of level 1 within the mentioned operational programme, issued a Decision on Financing the Calls for Proposals for the Project Proposals *Support to the development of partnerships of civil society organizations and higher education institutions for the implementation of service learning programmes*.⁹ The overall goal of the call was to increase the number of students with acquired practical knowledge and skills for solving specific social problems and contributing to the community development. It's specific objectives were the following: (I) To strengthen the professional, analytical and advocacy capacities of civil society organizations through cooperation with higher education institutions, and (II) To establish sustainable service-learning programmes at higher education institutions as part of a systematic approach for strengthening social responsibility of academics and students. It was the first time in Croatia (and probably in Europe as well) that part of the

⁸ The module was launched by professor Jasminka Ledić, upon her return from the USA, where she spent one academic year as a Fulbright scholar.

⁹ More information available at <https://udruga.gov.hr/highlights/eu-programmes/european-social-fund-4849/4849>

ESF programme targeted directly development of service-learning programmes/courses at higher education level, allocating around 3,6 mil EUR to the call, and eventually to twenty-four (funded) projects.

The call contributed (and still contributes) significantly to the promotion of service-learning pedagogy in Croatia. Five national public universities - University of Zagreb, University of Split, University of Rijeka, University of Osijek and University of Dubrovnik (precisely their constituents) as well as several universities of applied sciences engaged as partnering institutions with NGOs who were formally set up as projects' applicants. Network(s) of partnering institutions formed around those twenty four projects, show diversity and variety of both (academic) disciplinary fields as well as partners' legal status and fields of work. These projects therefore serve as a platform for collaboration between NGOs (working in the field of education, health and social care, politics and public policy, minorities, human rights, LGBT, homelessness, sustainability, political participation etc.), professional associations, research institutes, local and regional volunteer centres, state agencies and centres, and students' associations.

Most of the projects were/are organised around quite similar platform, offering educational trainings for academics and other partnering organisations, service-learning presentational workshop for students, developing manuals for service-learning 'beginners' and other useful materials (available both off and online), setting up working groups for discussing possibilities and forms for joint development of higher education service-learning courses, setting up university/faculty centres for service-learning (e.g. Faculty of Economics at The University of Split), organising and engaging in various public events and conferences to further promote service-learning and the idea of university social responsibility.

Among such was *The First Croatian Conference on Service-learning at Universities: Environment and Sustainable Development Education in Croatia*, organised by the Association for Nature, Environment and Sustainable Development Sunce and their partnering faculties from the University of Split.¹⁰ The conference gathered around sixty participants (academics, professionals, NGOs, students, funding agencies) who engaged in the exchange of an existing knowledge, experience and challenges related with the implementation of service learning courses in both national and international context. The conference served as an important platform for connecting some of the major actors of service-learning programmes/courses in Croatia. An initiative for establishing a first service-learning network in Croatia is among major conference results, as well as conference proceedings published (both in print version and online), as the first of such a kind, exclusively focused on papers related to service-learning in national higher education arena.

¹⁰ More info about the conference available at <https://udrugasuncesplit.wixsite.com/pazi-conference/copy-of-home>

Described initiatives are quite recent and therefore it remains to see their further development. However, major developments of service-learning in Croatian higher education have been documented within the past two years, and it remains now to follow future progress and engage more into research, as to better inform future 'evolution' of service-learning in Croatia.

Prepared by Bojana Čulum Ilić

Service-learning in Higher Education in Czech Republic

In the Czech Republic there is a special Act on Higher Education Institutions (Higher Education Act no. 111/1998 Coll.), that together with Government Regulations (Ministry of Education, Youth and Sports - MEYS) determines the role and position of universities in the Czech society. The Act states that practical trainings are part of both Bachelor and Master programs and the institution should provide students with possibilities to acquire both theoretical and practical skills. More to that, in the Introductory Provisions the Act states that HEIs are:

- a) "offering other forms of education; facilitating the acquisition, expansion, deepening and refreshment of knowledge in various areas of learning and culture and thus contributing to lifelong learning;
- b) playing an active role in the public discussion of social and ethical issues, cultivating cultural diversity and mutual understanding, shaping civil society and preparing the younger generation for life in such a society;
- c) contributing to development on both the national and the regional level, while cooperating with the various levels of the state administration and regional and municipal government as well as with the business and cultural communities;"

Moreover, the third role of universities is expressively stated in sc. White Book on Tertiary Education that was written in 2008 by the collective of authorities from Higher Education for MEYS to provide it with theoretical background for a reform of Higher education system in the CR.

Another legal document that partly deals with third role of educational institutions is Long Term Intention for Educational and Scientific; Research and Innovative Development; Artistic and Other Creative Activities for HEIs between years 2016 – 2020. Here one can find information about the changing environment to which the HEIs should be able to adapt. The HEIs should adapt mostly by enhancing the role of active citizenship of students, lifelong education and by identifying new challenges. This document follows the principles proclaimed in The Strategic Framework for European Cooperation in Education and Training ("ET 2020").

The Government Regulation no. 275/2016 Coll. deals with Standards for Achieving an Accreditation for HEIs' study programs and puts a big stress on the third role of universities, more precisely on cooperation with subjects outside university, social responsibility or on practical trainings (at least 8 weeks in academic and 12 weeks in professionally based Bachelor programs).

Every university has own strategy how to support the third role; they focus mainly on applied research. Significant is the growing interest to support civil society, charity and nongovernmental organizations. Universities are recognized as important actors in societal and economical development.

To conclude, in the Czech Republic there are a few legally binding documents that openly call for enhancement of the third role of HEIs, following the EU regulations and recommendations. The third role of HEIs in the CR is still too broad – by ones perceived as university's PR and business opportunities by others.

Higher Education Act No. 111/1998, Coll. states that public institutions of higher education in the Czech Republic are independent as regards the stipulation of conditions for admission to study, assessment of study-related fees and the design of study programmes. Therefore each study program is designed in very specific way and the curriculum varies from one university/study program to another one. This also brings lots of opportunities for various activities to promote the Third mission and to establish activities like Service Learning.

Palacký University in Olomouc

The University is obliged to provide students with the excellent knowledge and experience of both teachers and researchers, enabling them to acquire and apply knowledge from the chosen discipline and transform it into new opportunities for themselves, their community and the world. The university will develop activities in the field of cultural life, social life and a healthy lifestyle. It will actively seek out more opportunities and respond to the needs of society.

The mission of Palacký University in Olomouc is to support students' involvement in all areas of research, to cultivate critical and creative thinking and to create knowledge as well as to provide high-quality university education in a wide range of natural, medical, health, social and humanities at bachelor, master and doctoral levels. The active partnership of UP with the regional and global community contributes to the development of the intellectual wealth of society, to its sustainable scientific, technical, cultural and social development.

These definitions, oaths and missions create space for teaching/learning the theory, applying it during the field placement but also testing it and utilizing it within the service to society and community one lives in. In January 2018 there was organized ROUND TABLE discussion where representatives from most of the faculties of Palacký University could share their experience with activities associated with the third mission of University. The Rector of UPOL stated that UPOL should work on its third mission and work more with communities that surround it. The participants shared their Faculty activities that may correspond with Service Learning (SL). The results were surprisingly positive – this means that at all represented Faculties have already managed to implement some SL activities into their practice. Some of them are applied in the sphere of field placements, others within voluntary engagement of students (with teacher's support). Some teachers shared also specific challenges and obstacles when implementing such activities. Based on the answers of participants it is evident that every faculty or even department of UPOL has different organizational approach towards SL (partly based on the field of knowledge they provide and possibilities connected to it). Most of UPOL teachers cooperate with

organizations outside University while implementing SL activities. Some established their own centers to create a space where students can implement their gained knowledge – e.g. Law Clinic or Physical Analysis Centre. All members are keen on continuing in cooperation with Department of Christian social work as a partner of SLIHE to make socially responsible activities (SRA) more visible at UPOL and to design together some framework for implementing SL at UPOL. All participants are also open to support the cooperation across the faculties and departments. Palacký University also developed a project called UniOn - Civic University project. It is a university platform based on a partnership approach and a dialogue with the public. In accordance with the Higher Education Act (§ 1 Introductory Provisions), UniON is open to voluntary cooperation with:

- a) primary and secondary schools, senior clubs, interest associations and all listeners of local established educational events throughout the Czech Republic;
- b) students and teachers or with associations offering help, advice and awareness in various fields of human activity.

Sources:

https://is.muni.cz/th/www5t/Mikulova_DP.pdf

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Prepared by Tatiana Matulayová

Service-Learning in Higher Education in Romania

Romania has currently a number of 49 public (state) Universities and 8 private ones. According to the data offered by the Ranking Web of University (www.webometrics.info/en/Europe/), the five top Higher Education Institutions (HEIs) in Romania are the following: Babeş-Bolyai University in Cluj-Napoca, University of Bucharest, Alexandru Ioan Cuza University in Iaşi, West University of Timişoara, and Technical University in Cluj-Napoca.

A qualitative analysis of the official statements of the five top Universities, which can be found online in their Strategic Plans 2016-2020, indicates that, even though the concept of Service-Learning is not specifically addressed in the documents, all these HEIs are presenting their missions and values in three main categories: education, research and civic participation. Although the term Third Mission does not always appear in an explicit form in the official documents of the Romanian HEIs, its meaning and components are always present in their missions. Thus, the missions usually refer to the trinom of the modern academic institutions, that is advanced research, education and the preparation of students for the contemporary society and for a socially responsible future (e.g. Strategic Plan of Babeş-Bolyai University 2016-2020). In the same line of identifying the components of the concept of Third Mission and Service-Learning in the official institutional documents of Romanian HEIs, the Strategic Plan of University of Bucharest includes the statement that one of the missions of University is the civic participation in the direction of addressing the needs of the community and of the country and finding optimal knowledge-based solutions to these needs (Strategic Plan of University of Bucharest 2016-2020). These specific statements in the direction of civic involvement and knowledge-based solutions to the needs of the community can be interpreted as favorable premises for the planning and implementation of Service-Learning strategy at institutional level in Romanian HEIs.

Another premise for the institutional implementation of Service-Learning in Romanian HEIs is the national legislation frame supporting volunteering activities of the students (in agreement with the European legislation), as well as the collaborative contracts with community partners in order to facilitate the placement of the students during field education activities and internships. Hence, each University, through its Departments, is encouraged to establish official collaborations with community partners, either within the educational practices (field education, training of pre-service teachers) or in the context of research projects (note: specific financial calls are launched every year by the Romanian National Authority for Financing Research and Development/ www.uefiscdi.ro supporting the collaboration between Universities and community partners).

Formal volunteerism and community-oriented programs coordinated by student organizations have started to appear relatively recent in Romania, shortly after the Romanian revolution in 1989 (Rebeleanu & Nicoara, 2011). In its first form, the Romanian

National Law of Volunteering (Law no. 195/ 2001, republished) defines volunteering as “*a public interest activity undertaken freely by natural person on behalf of others, without receiving a financial payment*”. The Volunteering Law in Romania has undergone several changes in the direction promoted by the European Convention on the Promotion of Transnational Long-Term Voluntary Service for Young People (2000), which was ratified by Romania in 2003 (Rebeleanu & Nicoara, 2011). The number of students’ organizations promoting volunteering toward community is increasing in Romania since 2000 and several HEIs have started to identify the possibilities of connecting the volunteering programs of students with the curricular content and the professional competencies associated to specific courses (these directions tap into the idea of readiness for Service-Learning implementation; Rusu, Bencic, & Hodor, 2014). Moreover, excellent opportunities for exchange of good practices in the field of community-oriented volunteering was and are being offered through the Program “*Youth in Action*”, which is managed in Romania by the National Agency for Community Programs in the field of Education and Vocational Training (Rebeleanu & Nicoara, 2011). Also, since nearly ten years, students have the chance to come in contact with the concept of Service-Learning through diverse activities and programs organized by NGOs in Romania (e.g. New Horizons Foundation) targeting the civic participation of youth, as well as the needs of disadvantaged communities in Romania.

In terms of research and institutional development projects that are explicitly addressing the Service-Learning concept in the context of Third Mission of University, the officially available information indicates an encouraging trend regarding the interest of the Romanian academic community toward SL strategy. Thus, in Romania, there are currently two ongoing international projects (Erasmus + Projects) addressing the topic of SL in Higher Education, as it follows: (1). *Service learning in higher education – fostering the third mission of universities and civic engagement of students (2017-2020)* – this consortium is coordinated by Matej Bel University, Slovakia and it includes the following European HEIs: Babes-Bolyai University (Romania), Palackeho University (Czech Republic), Rijeka University (Croatia), Krems University (Austria), and Catholic University Eichstatt-Ingolstadt (Germany); (2) *ENGAGE STUDENTS – Promoting social responsibility of students by embedding service learning within HEIs curricula (2018-2021)* – this consortium is coordinated by Technical University of Bucharest (Romania); the members of the consortium are: University of Porto (Portugal), Dublin City University (Ireland), University of Roma “La Sapienza” (Italy), University of Vienna (Austria), and Kauno Technical University (Lithuania).

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Prepared by Alina Simona Rusu

Service-learning in Higher Education in Slovakia

Although the emphasis on the third mission of universities is laid out in a number of European documents and studies, in Slovak higher education this term is almost unknown. Matulayová (2013), based on an analysis of strategic materials relating to higher education institutions in Slovakia, states that the notion of a third mission or the third role of universities is not explicitly used in even one strategic document. There is also no mention of the issue of "new roles" or social responsibility of higher education institutions. There is however accentuated cooperation with industry and the private sphere. Cognition and knowledge are preferentially perceived as goods; education and research as services. The Slovak Republic has acceded to these approaches which emphasize the economic dimension of tertiary education. Academic capitalism manifests itself in all aspects of state policy on tertiary education and science and research - from organization and funding through quality and outcomes measurement to designing future development. The redefinition of the missions of universities was to highlight the *National Education Development Programme "Learning Slovakia"* (Národný program výchovy a vzdelávania "Učiace sa Slovensko") prepared in 2017, which defined the third mission of universities in a separate chapter (Burjan, 2017). However, the document did not come into force. *The National Programme for the Development of Education* (Národný program výchovy a vzdelávania), approved in Slovakia in 2018 between the measures for higher education, states the implementation of tools to support the implementation of the third mission of higher education institutions, but this measure is not specified.

The specificity of service-learning development in Slovak conditions is its connection with education for volunteering and civic engagement. In April 2018, the Strategy for Education of Children and Youth for Volunteering in Slovakia (Konceptia výchovy a vzdelávania detí a mládeže k dobrovoľníctvu) was adopted by the Minister of Education, Science, Research and Sport. The Strategy is based on strategic and conceptual documents prepared at national level, research findings in the field of youth volunteering, and the current practice in this field. The Youth Strategy 2014–2020 in Slovakia pays attention to the development of youth volunteering. One of the measures defined in this Strategy is to connect volunteering to formal education. The Support Programme for Volunteering and Volunteer Centres based on the Government of the Slovak Republic Resolution No. 68/2012, Point C.15. and approved by the Council of the Government of the Slovak Republic for non-governmental, non-profit organizations through Resolution No. 22/2013, emphasizes and justifies the significance of volunteering, the urgency of its support, and the need to educate volunteers within the concept of lifelong learning. In harmony with the proposed measures of the programme, there was a task incorporated into the Action Plan for the Strategy of the Civil Society Development for the years 2017 and 2018. It was as follows: to prepare the Strategy for Education of Children and Youth for Volunteering. Seeing volunteering as a cross-sectional theme and a space for experiential learning based on the reflection of experience, children and young people should be led by pedagogues toward active participation, proactive approach in solving societal problems, toward helping others through volunteer activities, but also toward inclusive behaviours and pro-social attitudes and values.

Development of service-learning in higher education in Slovakia started at Matej Bel University (MBU) and it can be stated that MBU is the leader in this field in Slovakia, conducting research, solving grants and publishing both at home and abroad. At Elsewhere in Slovakia, only the Prešov University in Prešov devotes any time to service-learning and then only in the education of social workers; the Catholic University of Ružomberok is, at present, only in the initial phases of its introduction. There are also several elementary and secondary schools conducting service-learning pilot projects (many in cooperation with the Volunteer Centre in Banská Bystrica and MBU).

MBU has been working on the development of voluntary student activities since 1998, particularly in cooperation with the regional Volunteer Centre in Banská Bystrica. MBU has been providing service-learning since 2005. It was implemented by one teacher (nowadays coordinator of service-learning at MBU) within the subject *Third sector and Nonprofit Organizations* in the education of future social workers. Since 2013, the project *Development of innovative forms of education at Matej Bel University in Banská Bystrica* has been instrumental in the qualitative and quantitative development of service-learning at MBU. Based on the assessment of students' needs, we have applied service-learning since the academic year 2013/2014 to a two-semester optional university subject Service Learning 1 and Service learning 2 led by an interdisciplinary team of 10 teachers from different departments. In 2016, MBU entered the international programme directed by CLAYSS (Latin American Center for Service-Learning) supporting the development of service-learning at universities. More than 30 teachers from MBU were educated about the implementation of service-learning through on-line and on-line courses offered by CLAYSS. At the same time, a platform for an exchange of information and experience in the field was created. Service-learning was officially confirmed by the rector of the university as a way a university can meet its third mission in 2017. In the academic year 2018/2019, more than 15 subjects at MBU include service-learning pedagogy and 17 teachers were involved in the implementation. The subjects are part of different study programmes in different faculties, mainly: social work, pedagogy, social pedagogy, teacher education in different areas, economics. Since 2013, more than 400 students have participated in service-learning projects in cooperation with different community partners (schools, community centres, municipality, non-governmental organizations, houses for social services, community foundation...). There is no administrative or support staff at department/faculty/university level helping teachers with the administrative issues. The involvement of teachers is not part of their performance; they do not have any special benefits from it or financial motivation. The involvement in service-learning or any community activity is not part of the teachers' regular evaluation. In 2018, the Fund for Supporting Students' Service-learning Projects was established at MBU. For the first time, students have the opportunity to obtain support for their project implementation from university sources. The implementation of the university third mission and service-learning in the university curriculum is an important structural issue. We have managed to complete the first steps in the process. The biggest challenge is not so much the formal change but the mental change, which is a long-term and challenging process.

The specificity of service-learning development in Slovak conditions is its connection with education for volunteering and civic engagement. In April 2018, the *Strategy for Education of Children and Youth for Volunteering in Slovakia* (Konceptcia výchovy a vzdelávania detí a mládeže k dobrovoľníctvu) was adopted by the Minister of Education, Science, Research and Sport.

MBU is actively involved in the Service-learning network in Central and Eastern Europe.

Prepared by Alžbeta Brozmanová Gregorová

Service Learning an Hochschulen in Deutschland

Noch bevor Service Learning im Jahr 2003 in Mannheim erstmals an einer deutschen Universität umgesetzt wurde, hatte die Freudenberg-Stiftung das Format aus den USA in einem bundesweiten Pilotversuch 2001 an deutsche Schulen gebracht. Man erhoffte sich von Service Learning einen Beitrag zur Stärkung einer demokratischen Kultur in Stadt und Gemeinde. Nach erfolgreicher Evaluation (Sliwka 2002) gewann das Format immer mehr Unterstützer wie beispielsweise den Deutschen Caritas-Verband, die Mercator-Stiftung, die Deutsche Kinder- und Jugendstiftung sowie die Kultusministerien in Baden-Württemberg und Sachsen-Anhalt.

2003 setzte Prof. Dr. Manfred Hofer, der das Lehrkonzept bei einem Aufenthalt in den USA kennengelernt hatte, mit seinem Team Service Learning in verschiedenen Lehrveranstaltungen um. Das Projekt „Studierende übernehmen Verantwortung“ von Prof. Hofer und der studentischen Initiative CampusAktiv wurde 2007 mit dem ersten Preis der Jimmy und Rosalynn Carter Stiftung ausgezeichnet.

Eine weitere Initiative ging mit Unterstützung durch die Robert Bosch Stiftung von einer zivilgesellschaftlichen Organisation, der gemeinnützigen Freiwilligenagentur „mehrwert“ aus. Mit dem dort entwickelten Programm „Do it!“ wurden von 2007 bis 2013 deutschlandweit rund 20 Hochschulen bei der Einführung von Service Learning-Angeboten beraten, begleitet und unterstützt. An einigen Hochschulen wurden im Anschluss Service Learning durch Koordinierungsstellen und Service-Zentren strukturell verankert. Die Pionierarbeit an der Universität Mannheim inspirierte z. B. die Gründung von „Uniaktiv“ an der Universität Duisburg-Essen. Die hochschulweite Einrichtung bietet Unterstützung, Begleitung und Beratung bei bestehenden Service Learning-Angeboten und bei der Initiierung und Erarbeitung neuer Angebote.

2009 gründete sich unter dem Titel „Bildung durch Verantwortung“ ein Netzwerk von über 30 Hochschulen, die das zivilgesellschaftliche Engagement von Studierenden, Lehrenden und anderen Hochschulangehörigen stärken wollen und die „Ermutigung und Befähigung zu persönlicher und gesellschaftlicher Verantwortungsübernahme als wesentlichen Bildungsauftrag“ sehen (www.bildung-durch-verantwortung.de). Die in dem Netzwerk zusammengeschlossenen Hochschulen ermöglichen ihren Studierenden auf verschiedene Weise, über ihr fachliches Lernen hinaus gesellschaftlich verantwortlich zu handeln, und bieten dafür unter anderem passende Service-Learning-Projekte an. Diese Angebote sind nahezu allen Studiengängen möglich. In einer Publikationsreihe des Netzwerks wurden verschiedene Handreichungen zu Service Learning veröffentlicht. Im Frühjahr 2015 hat sich das Hochschulnetzwerk als Verein gegründet.

Mit dem Wettbewerb „Mehr als Forschung und Lehre! Hochschulen in der Gesellschaft“ förderten auch der Stifterverband für die Deutsche Wissenschaft und die Stiftung Mercator von 2011 bis 2013 sechs deutsche Hochschulen und Universitäten, die mit neuen Ansätzen Verantwortung für das Gemeinwesen übernehmen. Im Rahmen des BMFSFJ-geförderten Verbundprojekts „Potenzialförderung für Lernen durch bürgerschaftliches

Engagement und gesellschaftliche Verantwortung an Hochschulen“ wurde von 2012 bis 2015 die Online-Community Campus vor Ort aufgebaut. Sie hatte das Ziel, Hochschule und Zivilgesellschaft einander näher zu bringen und die Verbindung von akademischer Lehre und zivilgesellschaftlichem Engagement zu fördern. Außerdem wollte die Online-Community den Austausch fördern, die vielfältigen Aktivitäten in der deutschen Hochschullandschaft sichtbar machen sowie Erfolgsmuster für gute Praxis generieren.

Die unterschiedlichen Erfahrungen mit Service Learning an Hochschulen und Partnerorganisationen zusammenzutragen und diese beiden „Welten“ stärker miteinander in Verbindung zu bringen und miteinander zu vernetzen, war auch ein Ziel des Förderprogramms „Campus und Gemeinwesen“, das vom Stifterverband für die deutsche Wissenschaft im Jahr 2014 ausgeschrieben wurde. Die aus diesem Projekt resultierenden Handlungsempfehlungen wurden auf der Website (www.campus-und-gemeinwesen.de) zusammengetragen.

Service Learning ist auch in den digitalen Medien ein Thema. Bei der Virtuellen Hochschule Bayern (vhb) gibt es seit 2012 ein Online-Kursangebot zum Thema „Service Learning – Soziales Lernen in Schule, Hochschule und Weiterbildung“. Es wurde von den Universitäten Augsburg und Erlangen-Nürnberg entwickelt und kann von Studierenden aller bayerischen Hochschulen absolviert werden. Die Verbindung von Service Learning und offenen Bildungsmaterialien – Open Educational Resources (OER) – wurde 2017 in dem Projekt „civicOER“ erprobt: Die Erstellung und der Gebrauch von OER soll hier das gesellschaftliche Engagement insbesondere von Studierenden unterstützen.

Wenn man die Ausschreibungen zu aktuellen Förderprogrammen seitens der Bildungsministerien studiert, zeigt sich ein eindeutiger Trend, die Zusammenarbeit zwischen Hochschulen und der sogenannten Zivilgesellschaft zu fördern. Programme wie „Campus und Gemeinwesen“ des Stifterverbands der Deutschen Wissenschaft oder „Qualitätspakt Lehre“, „Qualitätsoffensive Lehrerbildung“ und „Innovative Hochschule“ des Bundesministeriums für Bildung und Forschung haben immer auch Service Learning im Blick.

Trotzdem zeigen die Erfahrungen, dass diese innovativen Formen der Zusammenarbeit zwischen Hochschulen und zivilgesellschaftlichen Organisationen an vielen Universitäten nach wie vor auf Skepsis stoßen und sich die Befürworter von Service-Learning-Formaten immer noch in der Minderheit befinden.

Autorin: Claudia Leitzmann

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Alžbeta Brozmanová Gregorová, Matej Bel University, Slovakia
Tatiana Matulayová, Palacky University in Olomouc, Czech Republic
Lenka Tkadlčíková, Palacky University in Olomouc, Czech Republic
Vojtěch Vodseďálek, Palacky University in Olomouc, Czech Republic
Alina Simona Rusu, Babeş-Bolyai University, Romania
Carmen Costea-Bărluțiu, Babeş-Bolyai University, Romania
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