

e-Service-Learning for more digital and inclusive EU Higher Education systems

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Palabras clave / Términos relevantes

"e-Service-Learning", "design principles", "quality elements", "literature review"

1) Abstract

Introduction: The scope of this contribution is to provide insights into the design process of Service-Learning in the digital environment (e-Service-Learning, e-SL) and into what are the new quality elements to be considered, according to international experts. The starting point is the current Erasmus + project “e-Service-Learning for more digital and inclusive EU Higher Education systems” (e-SL4EU 2021-24), which aims to develop the University Third Mission into social engagement by e-SL; the path involves the construction of a set of tools and specific knowledge addressing both HEI lecturers and students. This contribution aims to present the first e-SL4EU project result (PR1) designed to develop Design principles (DP) and Quality Elements (QE) for e-SL projects. The aim is to open a debate on new digital design requirements as well as new quality elements for an effective and inclusive e-SL course.

Method: The two DP and QE lists were elaborated through a process that included several steps: a literature review, two co-design sessions involving all members of the 5 project partners; one national focus group per partner (involving HE lecturers, students, experts and NGO sector representatives); and an international focus group involving all project partners and 8 HE experts from the sector. The final version of the DP and QE lists of an e-SL course will be presented

The intended specific results and their impact e-SL4EU wants to address the open issue of the qualitative transformation of SL into e-SL creating the missing educational resources for training HE teachers, so to give sustainability of e-SL as effective framework to increase HE social responsibility, reinforce students' hard/soft skills, support community organizations in innovating. As a synthesis of different perspectives, the e-SL DP and QE lists will be discussed to support this quality transition.

FACING CRISIS CHALLENGES WITH SERVICE-LEARNING: THE COMMUNITY-BASED PROJECTS IMPLEMENTED IN THE UNIVERSITY OF TURIN

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Palabras clave / Términos relevantes

Welcome refugee program, inclusion, rural sustainability, students mobility, Erasmus

1) Abstract

Service-Learning (SL) is a formative approach that integrates meaningful community activities into the academic curriculum and offers students a way of learning that comes from active participation and engagement in the community and working on "real world" problems (McIlrath et al., 2016). The interest towards the implementation of SL in the university context is growing in recent years, pushed, in Italy, also by policies that strengthen the Higher Education Third Mission that invite universities to open up to the socio-economic context through knowledge transfer and social engagement. The SL Centre at the University of Turin (UniTo) is a newly established structure that aims to enhance and formalise the principles of SL in a context where a lot of activities have been ongoing for a long time.

In this contribution we will present two experiences of SL at the University of Turin. The first one is the Erasmus program "Rural Mobility", implemented in the mobility framework of the European Alliance UNITA. The aim is to reinforce students' competencies by connecting their academic knowledge with the needs of rural areas and local organisations. The second is a SL project designed to support Ukrainian children refugees for learning Italian language while they are attending the schools. The aims are: to develop communication and team working students skills and to facilitate Ukrainian children inclusion in the local community. The reflective narratives written by the students during the SL activities were analysed with Nvivo software to identify the main issues and themes emerging in the experiential learning process.

The results prove the positive fallouts in creating new synergies in education, research and entrepreneurship and producing an impact on students' competences and soft skills as a whole. The experiences of the participants to the programs will be described and the impact on both the institutions involved and the students will be discussed.

TRES II Reflection Framework: Research on a New Approach to Assessing and Deepening Partnerships

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Palabras clave / Términos relevantes

Relationship, Partnerships, Assessment, Intervention, Research

1) Abstract

Although relationships are central to community engagement and service learning they are an underdeveloped topic of scholarship and research. A research group developed the TRES II Reflection Framework (RF) that incorporates the TRES II (Transformational Relationship Evaluation Scale) Scale. The RF asks participants to describe their relationship, examine it in multiple ways including with the TRES II scale, and then articulate their learning by developing action steps to be taken to improve and deepen the relationship. Ninety-three individuals participated in the development of the RF, including students, community organization representatives, professional staff, and faculty. As a pilot research project, three campuses hosted five partnerships that served as research sites on the RF. A survey was sent to participants one week after their participation. Responses on the survey indicated that completing the RF positively influenced the participants' perception of: (a) their commitment to the community-campus relationship, (b) the clarity regarding the nature of relationship, (c) how they think about others in the relationship, (d) their perspective on relationships now and in the future, and (e) follow through after using the RF on subsequent communications and action steps by a majority of the participants. Participants reported that the RF had the greatest impact on altering their perspectives on communication, interactions, and role of the partnership on each partner's work. In terms of improving future practices, participants reported that communications, nature and frequency of interactions, and outcomes were the domains with the greatest impact. The results of the research supported the conclusion that, for the first time, there is evidence that an intervention can lead to expecting improvements in community engagement relationships. The RF and the research will be presented to the audience and reactions about its use it will be solicited.

Service-Learning partnerships at European Higher Education: Results from a European Study.

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Palabras clave / Términos relevantes

Service-Learning; Partnerships; European Higher Education.; Norms of Cooperation; Norms of Coordination; Norms of Exclusion

1) Abstract

Service-learning (S-L) research on partnerships at the European level is scarce. That is an important dimension given that it's difficult to imagine how S-L might even exist in the absence of community-campus partnerships. The few data available point out that, if reciprocal, S-L partnerships foster the institutionalisation of S-L, strengthen civic involvement, democratise knowledge, and integrate theory to practice. More research is needed on the commitment to the assessment of S-L activities, tracking members' progress, learning from the experience, documenting impacts, and how S-L partnerships can remain stable over the long term. In this regard, the European Observatory of Service-Learning in Higher Education developed inductive research on S-L partnerships with the community between 2020-22. After collecting 56 European S-L academic works, information from unexpected interviews, 100 descriptive summaries of S-L projects, and information through an online survey, the data were studied using inducing-induced S-L content analysis. Results point to higher education S-L partnerships being slightly-clear engaging partners in responsible and challenging actions for the common good components. But substantive evidence is needed to guarantee community involvement, equality, reciprocity and transparency. From the social economy point of view, the results allow us to ask: Should formal norms of cooperation be designed to ensure S-L partners of competing towards common objectives? Should formal norms of coordination be operationalized in order to foster the complementarity between the actions of various S-L partners so that the common objectives accepted by all are fulfilled? What norms of exclusion should arise to regulate who can become a partner of the S-L partnerships, who can remain in it and who has to leave it? How to distribute socially divisible goods/services the partnership owns/produces when it is over? (norms of distribution).

La construcció col·laborativa d'una educació lingüística inclusiva: una mirada retrospectiva i crítica d'una dècada de recerca GREIP

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Palabras clave / Términos relevantes

educació lingüística inclusiva, model de formació docent, aprenentatge-servei

1) Abstract

El *Grup de recerca en educació, interacció i plurilingüisme* (GREIP), des de fa gairebé una dècada, ha incorporat l'aprenentatge-servei en diferents projectes de recerca i d'innovació docent, tant com a fonament epistemològic, com a procés metodològic investigador i pedagògic. Els equips dels diferents projectes s'han preocupat per la construcció col·laborativa d'una educació lingüística inclusiva i han incorporat entitats d'àmbits d'educació formal i no formal, persones educadores en formació, i persones investigadores. En aquesta presentació proposem una revisió crítica de l'experiència viscuda en quatre d'aquests projectes per fer explícit els aspectes reeixits i els aspectes problemàtics. Aquesta revisió es nodrirà de diferents fonts empíriques qualitatives, incloent-hi les reflexions introspectives i retrospectives de les persones participants i les dades etnogràfiques recollides durant l'execució dels projectes (diaris de camp, enregistraments d'entrevistes i interaccions, etc.). Els resultats de l'anàlisi il·luminen diferents elements significatius en la definició de l'èxit dels projectes: la seva gènesi, qui hi participa, els tipus de col·laboracions emergents, i els impactes generats. Aquests resultats contribueixen a la creació d'un model col·laboratiu i reflexiu de formació docent en el camp de l'educació plurilingüe, fonamentat en les experiències i evidències acumulades.

Aquesta revisió crítica de la nostra recerca s'emmarca en els objectius del projecte *CULT: Constructing a collaborative understanding of learning and teaching for the XXI century* (ref: PID2020-115446RJ-I00).

The integration of Service Learning in the development of nursing students' competencies: preliminary results

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Palabras clave / Términos relevantes

Keywords: service learning; competencies; nursing; social responsibility

1) Abstract

Introduction: Service learning (SL) is an educational methodology that relates academic learning to community needs, promoting in students a better understanding of the contents included in the curricula. Method: Scoping review¹ emerging from the question: What is the available evidence on SL in the development of competencies of nursing students? All types of studies with nursing students, focused on the concept, in academic settings and potential sites of implementation were considered. The keyword "soft skill" was searched in the title and abstract, combined with the use of the boolean operator "or". The results obtained were combined with the MeSH descriptor using the acronym P(nursing students)C(Clinical competence)C(Universities). The synonymous terms were operationalized with OR and, between each concept, with the boolean operator AND. Search in EBSCO Host®. Results: 15 studies, where instrumental, interpersonal and systemic competencies stand out, grouped into 5 categories: Cultural²; Empathy and health sensitivity³; Ethical decision making and critical thinking development³ and Metacognition³. Conclusion: The positive evaluations on the interventions carried out show that students feel committed to serving the community with more altruistic behaviours, developing values such as civic responsibility and justice, as well as there is an involvement of teachers and students.

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