



Service-Learning for Teachers

in Higher Education Institutions

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INTRODUCTION

There is a growing recognition around the world of the role Higher Education Institutions (HEIs) can play in the economic growth and social development in the modern “knowledge society” (European Commission 2017). In the last decades, the functions of HEIs have moved from focusing exclusively on two missions: teaching and research, to becoming 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, HEIs are reconsidering their role in society and their relationships with their various constituencies, stakeholders and communities.

The 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 (e.g., Görason, Maharajh & Schmoch, 2009; Jongbloed, Enders & Salerno 2008; Vorley and Nelles, 2008; Tuunainen, 2005). Most of the authors agree that the 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 worldwide in relation to the “third mission” for several decades, is Service-Learning (SL). SL is widely recognized as an innovative pedagogy that assists HEIs in fulfilling their complex mission of preparing new generations of socially responsible and active citizens. Some institutions in European higher education area have been applying SL for several years, however, SL is in the process of being discovered or it remains unknown in most countries of Central and Eastern Europe. As stated by the Centro Latinoamericano de Aprendizaje y Servicio Solidario CLAYSS (2013), SL 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 “Service Learning in Higher Education - Fostering the Third Mission of Universities and Civic Engagement of Students” (www.slihe.eu), the so-called SLIHE, the project partner organizations aim to strengthen capacities of HEIs in the fulfillment of their “third mission” and to improve civic engagement of students through implementation of the innovative Service-Learning strategy 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 handbook is to provide support to academic personnel (teachers) who decide to deliver courses based on SL in any type of higher education institution. The manual is structured in five chapters, which provide an overview of the key issues of SL understanding and implementation in higher education.

In addition to the main text, you will also find several tasks, which are related to a successful planning and implementation of SL in your course and/or institution. We recommend you pause at these tasks and think over the answers to the asked questions or consult upon the solutions with your colleagues or students. The tasks can be a source of inspiration for you and an excellent background for creating a complex SL course. As a part of the manual, we also offer several useful tools for Service-Learning implementation (note: some of them are outcomes of the SLIHE project), which you can refer to at any time, in case of need.

CHAPTER 1.

General characteristics of Service-Learning

1.1. Definitions of Service-Learning

Service-Learning (SL), often known in the literature as community-based learning, is considered a form of pedagogy which combines the service to community with the learning opportunities offered to the involved students (Heffernan, 2001). Inspired by the progressive educational movement led by the philosopher John Dewey (1910, *apud* Furco, 2011), SL is generally described as a „balanced approach to experiential education“ that can „ensure equal focus on both the service provided to the community and the learning that is occurring“.

Multiple definitions of SL can be found in literature. According to the US National Expert Education Society, SL refers to "any closely monitored service experience where the student assumes intentional learning goals and actively reflects on what he/she learns from experience" (Billig, 2000 *apud* Copaci, Soos & Rusu, *in press*). SL is considered a method by which students learn and develop social and professional competencies through active participation in community-oriented experiences that are connected to their academic curricula and provide them with reflective opportunities (Furco, 2011).

In accordance to the above mentioned definitions, the most cited SL characteristics in the literature are: (1) It is designed to meet the needs of the community; (2) It is coordinated with an educational institution or community service programs; (3) It aims to develop civic responsibility of students; (4) It is integrated into the core curriculum of the participants; (5) It provides a final temporal sequence that allows participants to reflect on the SL experience (Billing, 2000 *apud* Copaci & Rusu, 2016).

Most of the SL programs in the academic environment have traditionally been in the US (Dostillio, 2017). The community engagement history of the academic environment through SL can be found in a comprehensive presentation in the paper "The community engagement professional in the emerging field" (Dostillio,

2017). According to Dostillio (2017), some of the identified elements that are favoring the inclusion of SL programs in the strategic objectives of the HEIs are:

- Reconsidering the students' potential as agents of social change and realigning the mission of universities with the needs of communities;
- Providing clear scientific evidence of the effectiveness of SL practices on defined variables (individual, group, community partners etc.);
- Transitioning of volunteering programs towards SL (curricular connection, reflection component, civic learning and civic competencies development partnerships with community agencies), outlining clear models of SL implementation at institutional level, with emphasis on the needs of teachers, students and the community (Dostilio & Perry, 2017).

The three main components that define the competencies required for community involvement through SL programs in the case of university teachers are: knowledge (about SL, functional support from the University - departments, school, curricular openings, etc.), skills and dispositions (Dostillio, 2017).

1.2. SL in the European academic environment – the case of SLIHE project

There are an increased number of consortiums that are being set up in the European space with the goal of establishing procedures for the operationalization of SL in their specific educational contexts and identifying optimal strategies for the implementation of SL practices at the institutional level. The joint direction of the activity of these consortiums is the civic development of students and of the academic staff. This is the case of the Erasmus+ International Project (SLIHE), entitled *Service Learning in Higher Education - Fostering the Third Mission of Universities and Civic Engagement of Students* (www.slihe.eu). The idea of forming this academic consortium was based on reconsidering the position of universities towards their third mission, i.e. their social role, reflected in their involvement in community and society, considering that one of the pedagogical strategies to accomplish this mission is SL. The main purpose of the SLIHE project is to solidify the capacity of the Central and Eastern European universities to fulfill their social role by implementing the SL strategy tailored to the educational context (development of training tools and materials).

1.3. The “third mission” of universities

In recent years, higher education policy in Europe has been characterized by a growing differentiation of the higher education system as a modernization factor, driven by catalytic forces of the Bologna Process toward shifts in thinking and acting within universities. Meanwhile, universities are being granted more autonomy and their focus in the resulting competitive situation is expected to become customer-oriented, cost-aware, as well as sensitive towards the needs of society. The approach adopted by public authorities about universities has essentially transformed and the shift towards enlarged “missions” has been seriously influenced by ideas of the “entrepreneurial university” (Clark 1984). Universities, as significant sources of knowledge and capabilities in the knowledge economy, can provide a variety of services to fulfill their mission. Policymakers and analysts alike have begun to pay more attention to the ways in which university-based capabilities and activities can contribute to social and economic development. There is a common understanding for the two core missions of universities, which are education and research. These are at the heart of all activities and therefore the engines of institutional development, but also core elements of the university outputs. However, in recent years, another mission is being considered in order to reflect all contributions of universities to society, what is generally known as “third mission”.

The term “mission” derives from the Latin word *missio* (broadcast) and described in the beginning only the extension of faith. The third mission of the University, however, has more to do with the organizational theory meaning: a mission as a mandate. In the literature, the third mission is derived from two different perspectives. One perspective focuses on the tasks of a university and subscribes the need to define another mission (Mahrl & Pausits, 2011). The other perspective justifies the third mission through the university as a special organizational form and the associated social role (Molas-Gallart et al., 2002).

Universities have always provided a contribution to decision-making processes for wide society-related topics. Therefore, the third mission was defined as “... *the generation, use, application and exploitation of knowledge and other university capabilities outside academic environments*” (Molas-Gallart et al., 2002). This definition suggests a rather broad understanding of the tasks associated with the third mission. The services provided by the universities for the society are at the center of this view and are added to the first two missions, education and research, as a third object. The third mission is the driving force to continue the opening of the universities, to initiate an exchange outside the scientific system, and to find answers to social issues (Mahrl & Pausits, 2011).

In 2005, the “*Talloires Declaration on the Civic Roles and Social Responsibilities of Higher Education*”, based on a network of more than 350 universities, emphasizes the need for a more societally engaged university (Watson et al., 2011), in contrast to the more inner-oriented “ivory tower”. Phineiro et al. (2015) point out that “third mission” related tasks, such as applied research, regional development, innovation, and outreach should be conceived as an integral element of universities’ core activities, i.e. that they should be embedded in, and/or tightly coupled with, teaching and research endeavors. 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 countries and different 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).

In the publication “*Needs and constraints analysis of the three dimensions of third mission activities*” (2008) the European Commission has made clear the need of changing the role of universities, from teaching and research institutions, to transforming themselves into key players of the knowledge economy in relation to society at large. It is also clear that this relation with the “outside world” should be focused in three interrelated areas: **research** (technology transfer and innovation), **teaching** (lifelong learning/continuing education) and a **social engagement** function in line with regional/national development. In this respect, the “third mission” cannot be considered as an isolated (or residual) function but complementary to the other two missions of universities. In this context, the European Commission emphasizes the need of promoting diversified universities, that is, not every university “has to be excellent” in the three missions but, on the contrary, should be able to find their role in society.

1.4. Benefits of SL programs

Due to the instrumental and innovative nature of SL pedagogy in targeting both the socio-professional development of students and the needs of the community, there is an increased interest for SL programs in higher education institutions, as well as an increasing scientific interest toward the psycho-social and academic outcomes on the actors involved in the SL practices (Eyler, 2002; Furco, 2011).

Students' benefits of SL

Literature research indicates that SL can have significant positive effects on academic performance of students, with the strongest effects obtained through tutoring programs (Conrad & Hedin, 1991; *apud* Copaci & Rusu, 2016). Thus, SL can have a significant positive impact on critical thinking, GPA (grade point average), and writing skills (Astin et al., 2000). SL programs are reported to have significant effects on problem solving and moral reasoning (Conrad & Hedin, 1991). SL also influences the psychosocial development of participants by increasing personal and social responsibility (Conrad & Hedin, 1991), developing prosocial attitudes, increasing self-esteem, and developing feelings of appreciation towards cultural diversity (Conrad & Hedin, 1991; Simons & Cleary, 2006).

Besides the SL effects mentioned above, one of the most important qualitative outcomes of SL programs reported in the literature is the students' feeling that their actions can make a difference for the community (Simons & Cleary, 2006; Astin et al., 2000) and the perceived sense of their own actions (Conrad & Hedin, 1991). A series of benefits regarding the students' social functioning and academic performance can be found in the literature in the area of SL (Novak, Markey & Allen, 2007; Conway, Amel, & Gerwien, 2009; Celio, Durlak & Dymnicki, 2011; Eppler, 2011; Yorio & Ye, 2012 *apud* Culum, & Jelenc, 2015), as it follows:

- Understanding, learning and mastering the theoretical part of the course in relation to real life problems and situations;
- Enabling the ability to develop managing skills in unpredictable situations;
- Enabling the self-reflection of individual predispositions for a potential career and the necessary competences for decisions related to career choice;
- Recognizing the relevance of theoretical knowledge in the future workplace;
- Developing competences that students can further use at the workplace, such as leadership skills and communication;
- Enabling the creativity development;
- Expanding the social contacts network - getting to know potential employers, associates, partners, clients;
- Developing a sense of responsibility within the relationship with the community partners;

- Experiencing different ways of dealing with stress, frustration, failure, conflicts, misunderstandings, misinterpretations etc.;
- Getting insights into the complexity of professional reality that is often difficult to teach in classes or describe in case studies;
- Offering the possibility of testing the students' motivation for choosing their future career;
- Making students aware of coordination of team members, community responsibility, deadlines, commitments and completion of planned commitments in accordance with agreed criteria;
- Developing the need for proactive and responsible action in society;
- Developing a sense of social responsibility, social sensitivity for the needs of the local community, with special emphasis on marginalized social groups;
- Developing the communication with different social groups and the acceptance of diversity.

Community benefits of SL

Literature indicates that Service-Learning programs can have a positive impact on the personal development and social responsibility, positive social attitudes, civic action, political awareness, appreciation of diverse attitudes, self-efficacy levels and the feeling of being able to “make a difference” in the community (Simons & Cleary, 2006; Conrad & Hedin, 1991; Hamilton & Fenzel, 1988). SL programs and initiatives provide the community with substantial human resources to meet its educational, human, safety, and environmental needs (Johnson, 1995).

Through SL, the community agencies are offered the opportunity to participate in educational partnerships and contribute to the development/recalibration of the civic responsibility of students, thus to the development of a democracy of participation (i.e. many students are reported to be more likely to volunteer after SL experiences during their college education) (Johnson, 1995). A series of benefits of SL programs to community are presented below:

- Contributing to solving problems that exist in practice;
- Conducting and maintaining contact with university, faculty, teachers and students for potential future cooperation;
- Getting to know the students who work on specific tasks as potential employees;

- Keeping a realistic update on new knowledge and skills that students possess;
- Enabling the analysis of the business situation from the perspective of a young person who examines the situation and is not burdened with relationships or internal business rules;
- Helping young people who are just starting their professional path to get their first work experience.

Academic staff benefits of SL

In terms of benefits for the academic staff, SL programs allow attaining educational goals through operational objectives and thus permit applying academically gained knowledge in real-life situations (Johnson, 1995). Also, SL can change the roles of the teachers from experts “on top” to experts “on tap” and offers the opportunity to experience quality time with the students, as well as an increased awareness toward the societal issues that relate to the topics of educational and research interests. Hence, SL programs allow the academic staff to identify new areas of research and, thus increase the opportunities for professional development and recognition (Johnson, 1995). A series of SL benefits on academic personnel are listed below:

- Increasing the quality and relevance of teaching content;
- Increasing the creativity and the interactivity of the teaching process;
- Developing of innovative approaches to problem solving;
- Developing contacts with community partners;
- Providing closer relationship with students;
- Providing contexts for testing models, concepts and methodologies for solving specific cases of community organizations;
- Providing opportunities for linking different disciplines in understanding the purpose and achievement of their own teaching engagement;
- Raising the reputation of socially engaged teachers in the higher education community;
- Reducing the gap between theory and practice, both for students and for teachers themselves;
- Creating an empirical database of information as a basis for scientific research;

- Developing opportunities for publishing papers (in internationally recognized journals) about the experience of applying SL methodology in teaching for a wide range of scientific areas.

Benefits of SL at the level of Higher Education Institution

There are numerous examples of benefits of applying this kind of methodology at institutional level (e.g. Warren, 2012; Celio, Durlak & Dymnicki, 2011; Eppler, 2011; Yorio & Ye, 2012; Conway, Amel & Gerwien, 2009; Novak, Markey & Allen, 2007). The research-informed studies mentioned above point to the following benefits pertaining to the Higher Education institutions involved in SL processes in line with their “third mission”:

- Implementing of strategic initiatives and commitments contained in the HEI’s operational strategy;
- Reducing of the gap between the students’ acquired competences after graduation and the competences required in the labor market;
- Empowering students with civic skills by joining them with the community;
- Promoting intergenerational and intercultural experiences of cooperation;
- Strengthening trust in the University as an institution with which is useful, wise and socially desirable to cooperate;
- Building the foundations for future partnerships with stakeholders in the (local) community, as well as developing innovative curricula according to the educational market;
- Increasing the level of learning satisfaction through SL-based activities by providing opportunities for meaningful experiences to the students.

1.5. Conclusions

Due to the key characteristics of Service-Learning as a powerful pedagogical tool, learning becomes social, emotional, cognitive, multicultural and interpersonal (Simons & Cleary, 2006). Through SL, students can develop skills that can further help them to observe, identify and distinguish other people’s emotions, manage (evaluate and regulate) their own emotions, establish and maintain positive relationships, take responsible decisions, cope with new interpersonal situations and improve their academic performance (Durlak et al., 2011). Also, through the reflection component and the connection to the curricular content, SL offers the students and the academic

staff opportunities to explore and to understand social perspectives by harnessing and investigating the individual differences in cognitive and emotional patterns that can be revealed during the learning process (Alexander & Chomsky, 2008 *apud* Copaci & Rusu, 2015).

Exercise/tasks/questions

- Try to find out whether there are activities in your institution, which can be included in the “third mission”.

- Try to find out whether the strategic documents at your university mention the “third mission” of the university?

- If you are planning to start the SL course, what benefits do you expect for students, for yourself, for your department/faculty/university?



CHAPTER 2.

Key components of Service-Learning

Service-Learning (SL) is a structured learning experience that combines **service goals** and **learning objectives (academic content)** with the intention of bringing **change to all the stakeholders**, based on the effect of reciprocity for students, the community and the school. The pillars of SL are built on collaboration between the student body, schools and communities. Regardless of the number of definitions of service learning, several key components have been identified in the literature. For us to designate an activity as Service-Learning it must have three key components and three key features.

The key components or areas refer to the **types of needs** of the three actors involved in the Service-Learning process. The fulfilment of these needs indicates the standards of quality of an SL activity. Individual components may be different in SL activities, but the goal is to achieve the ideal state of addressing all three components at the same time.

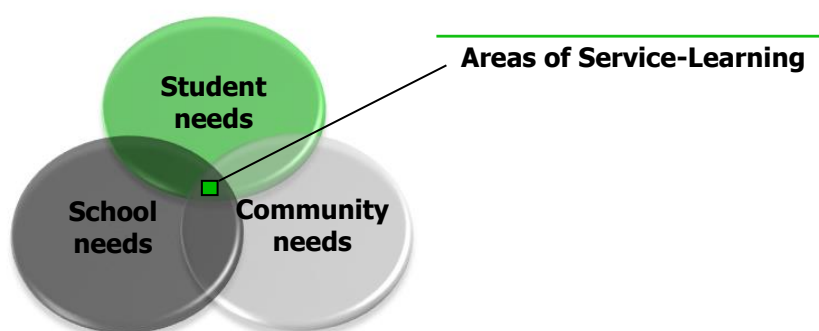


Figure 1. Conjunction of the three types of needs in Service-Learning activity (created by the authors).

In terms of the community needs, SL supports a change in the traditional assistive model (service **for** the community; providing and receiving assistance) to a horizontal model of community-based assistance, where the community becomes an active partner involved in providing assistance. In the process of Service-Learning activity

planning and implementing, an emphasis is placed on getting a partner from the beginning to be involved in all the phases of the SL activity, i.e. defining the needs to be addressed, planning the activities, carrying out the activities and evaluating them.

SL is based on the process of cooperation between students and community. Both community and student participation rates depend on the Service-Learning activity model and can vary from one stage to another (mapping, planning, implementation and evaluation of needs). The community is not always involved in the mapping of the needs, e.g. the needs of the community may be defined by a third party, most commonly experts, who know the community (some facts may not be perceived by the community as a problem that underlies the need, but it can be identified by an observer of the community). In terms of the needs of students and of the school, service in the community is linked to the learning objectives. The teachers can plan SL activities so that the students acquire and develop specific knowledge and skills through community-based activities, while actively utilizing already acquired knowledge and skills. Students are not always involved in the mapping of the community's needs, but it is important to lead them to the greatest possible extent of participation in the next stages.



Figure 2. The circle of Service-Learning
(created by the authors).

Regardless of whom is in charge with the planning, SL activities should have clear objectives, which reflect the **needs** of the students, of the community and of the school. Even if it does not react to every identified need, the objective of an SL activity is set against the background of the conjunction of all the interested parties. In other words, SL should allow the students to acquire new knowledge and skills by means of trying

out the theory in practice, by connecting them with the community needs and offering them an empowering learning environment on the following dimensions: creativity, innovation, knowledge and social responsibility (Figure 2).

The diagram below (Figure 3) summarizes six key traits of SL from the perspectives of its dynamic and the desirable impacts on students, teachers and community:

1. Authenticity – meeting the real needs of the community
2. Intentionality – refers to thoughtful and well-planned learning experience
3. Connectivity with the curriculum – brings classroom learning to life
4. Reflective – supports the development of ethical and global citizenship
5. Impactful – makes a positive impact in the community
6. Applicability – aligns with interest and career goals of the students.

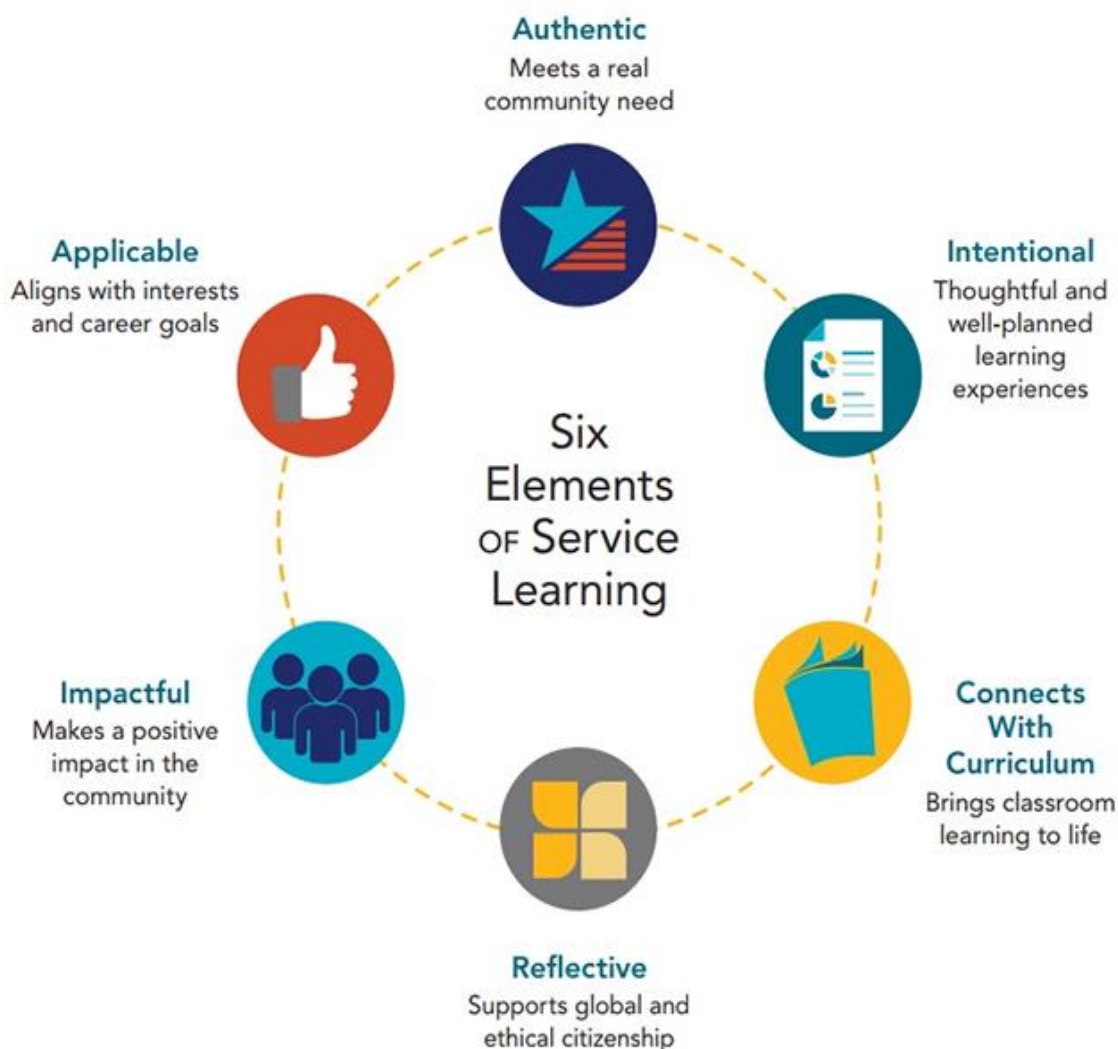


Figure 3. Key traits of SL process and desirable impacts on the actors (source: <https://www.fcps.edu/academics/academic-overview/get2green>).

In conclusion, successfully implemented Service-Learning activities can greatly enhance the learning experience of students, schools and communities. However, the

concept of managing this learning strategy must consider the fact that the objectives of the service and the learning objectives are coherently linked to the realization of the activity, and at the same time there must be a visible change in all stakeholders.

Exercise/tasks/questions

- Try to find an example of a community need that is not identified by the community itself, but by a third party. Compare this with a need that is directly expressed by a community.

- Try to find out examples of the student's projects or community activities in your faculty/university. For each example, analyze the elements of the Service-Learning presented in the Figure 3.

CHAPTER 3.

Distinction between Service-Learning and other community-oriented activities

Considering the multiple definitions of SL in the literature, several authors of handbooks and guidelines regarding SL implementation indicate the importance of understanding the distinction between SL and other similar concepts that include community-involvement, such as volunteering, community service, internships, or any other community problem-solving based educational programs (e.g., Johnson, 1995; Eyer, Giles, & Schmiede, 1996; Jacoby, 2015). On discussing the importance of the distinction between SL and other community-oriented activities, Furco (2011) points out that SL *requires equal share of learning goals with the service offered*.

3.1. The 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 (Figure 1). A comprehensive description of the SL conceptual quadrant model can be found in the recently published handbook “*Service-Learning in Central and Eastern Europe handbook for Engaged Teachers and Students*” (Regina & Ferrara, 2017), with the editorial coordination performed by CLAYSS.

The conceptual quadrant is defined by the intersection of two axes: (1) **the vertical axis** refers to the quality of the service provided to the community (from low to high), and (2) **the horizontal axis** refers to the degree of integration of learning to the service to be developed (Tapia, 2006; Regina & Ferrara, 2017). Below are presented and discussed the four quadrants of the CLAYSS SL conceptual models (i.e. quadrant I/ fieldwork, internship, professional practice, quadrant II/ unsystematic volunteerism, quadrant III/ systematic volunteers, community service without curricular connections), as well as suggestions for the transitions to Service-Learning activities

and programs (quadrant IV) that can be performed in Higher Education Institutions (Table 1).

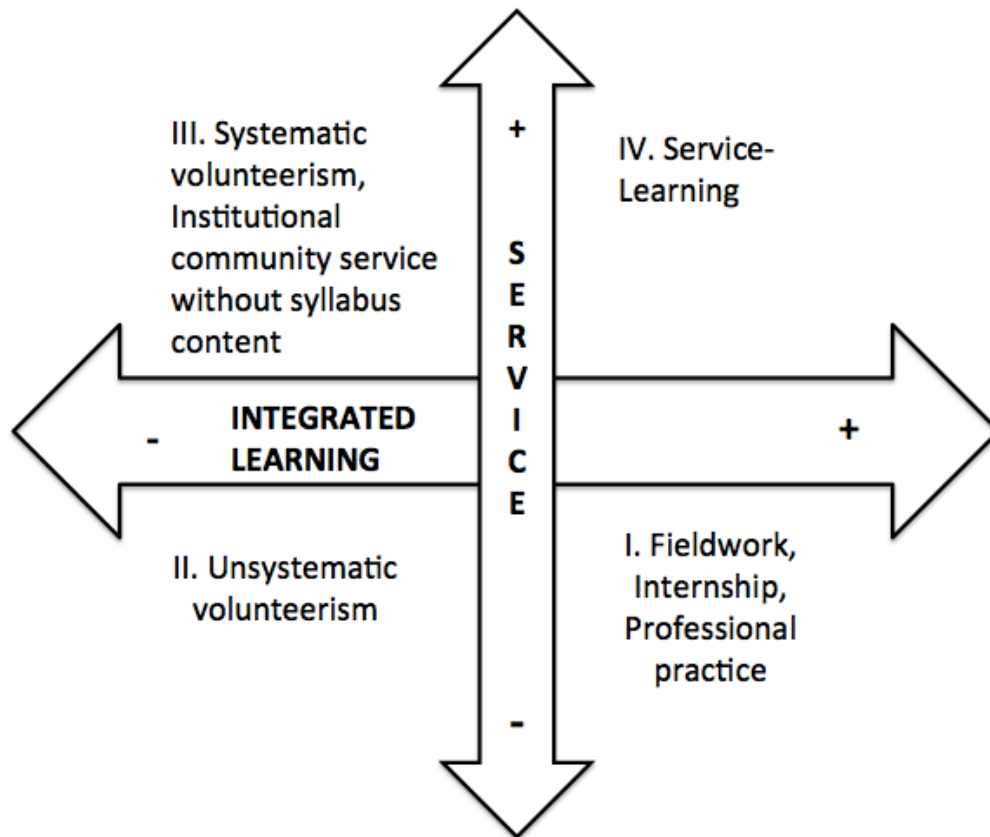


Figure 4. The conceptual SL quadrant model

(adapted by Tapia, 2006 based on the model elaborated by the Service-Learning 2000 Center, Stanford University, California, 1996).

3.2. Transitions from community-oriented activities to Service-Learning

The **transitions** from one conceptual quadrant to another (i.e. in the direction of developing SL activities and programs) can be performed by adding one or more of the following key elements: (1) content-related curriculum and (2) knowledge to the service of social needs. Also, an additional element that facilitates the transitions from any of the quadrants to the SL quadrant is the reflection component (i.e. the affective dimension of both learning and of the service) related to the service in connection to the curricular content.

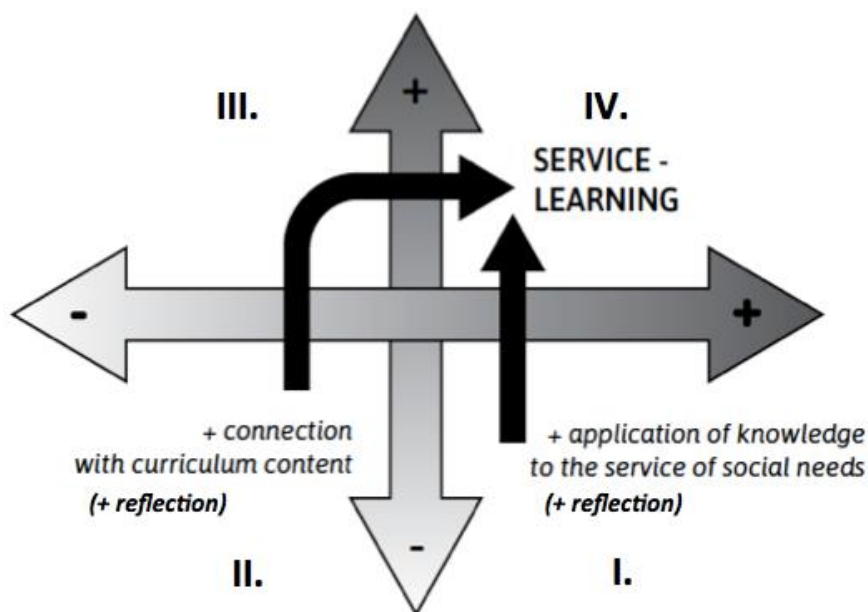


Figure 5. Graphic representation of the transitions to SL by adding specific components to the existent quadrants (adapted from Regina & Ferrara, 2017, page 37).

Table 1. Conceptual clarifications of the community-oriented activities (quadrants I-III) and suggestions for transitions toward the SL quadrant (based on Tapia, 2006 and Regina & Ferrara, 2017).

Quadrant	Conceptual clarifications and suggestions for transitions to SL
I	<p style="color: red;">Learning activities (Fieldwork / Trips / Internships / Professional practice)</p> <p style="color: orange;">Conceptual clarifications:</p> <p>In this quadrant, educational and/or research practices that are taking place in the community are strictly related to the study object (Tapia, 2006). These types of programs tend to maximize the notions learned by the students, and do not necessarily focus on the benefits to the community. According to Tapia (2006), in this quadrant, environmental or social improvement does not necessarily take place, or it is not clearly specified as a learning objective or as a competence-based development (Tapia, 2006). Hence, the contact to social reality is rather an instrumental one and it is driven by learning acquisition (Regina & Ferrara, 2017).</p> <p style="color: orange;">Suggestions for transitions to SL (quadrant I to quadrant IV):</p> <p>To qualify as SL, these experiences would include a solidarity objective (in terms of <i>caring for other</i> values) and develop activities according to this</p>

objective (Tapia, 2006). In other words, the transition from traditional learning to SL might occur when the knowledge developed in the classroom context is applied or enriched in a real context of community-oriented work through a service addressing identified social needs (Regina & Ferrara, 2017). It is suggested that this transition requires an examination of the social relevance of the learning process, either through the reflection component or through other pedagogical methods. The social relevance analysis should address both the student as an active member of the community and the community itself.

II Unsystematic Volunteerism

Conceptual clarifications:

Unsystematic volunteerism refers to occasional activities (often driven by crisis situations such as natural calamities or war situations), with little or no connection to curricular contents or professional competencies targeted by curricula. These activities often occur occasionally, address a specific need for a limited period, and are not planned at an institutional level (Tapia, 2006; Regina & Ferrara, 2017). These activities address specific needs, without an aim of generating educational experiences. Participation is on volunteer base and there are no specific assessments of the level of involvement or of the learning outcomes of the students.

Suggestions for transitions to SL (quadrant II to quadrant IV):

The transition to SL of these activities/experiences implies connection to educational content, to become methodical and sustainable over time (i.e. through a transition to quadrant III), to have clear goals and assessable outcomes in terms of benefits to students and to the community (Tapia, 2006; Rusu & Copaci, 2016). The reflection component would facilitate the transition to quadrant IV, too. According to Regina & Ferrara (2017), any unsystematic volunteerism event has the potential to bring educational value to students if it encourages civic attitudes, promotes sensitivity and awareness towards the needs of the community and it provides training in basic management skills in relation to the addressed community needs.

III Systematic Volunteering

Conceptual clarifications:

Volunteering refers to the experiences involving students in community-oriented activities where the emphasis falls on beneficiaries, without the inclusion of specific educational objectives (Furco, 2011 *apud* Copaci & Rusu, 2016). Systematic (or structured) volunteering are those activities that are formally carried out periodically and are an explicit part of the institutional mission (Tapia, 2006). Student unions are usually providing volunteering opportunities based on collaboration with community

representatives (e.g. NGOs or other social services institutions). Systematic volunteering can be voluntary or mandatory; it is usually credited by working hours and/or certificates of social involvement and is commonly part of the institutional offer (Regina & Ferrara, 2017).

Suggestions for transitions to SL (quadrant III to quadrant IV):

It is generally acknowledged in the SL literature, that most of the systematic volunteering activities can be extremely valuable in assisting communities in need (e.g. low socio-economic status, communities affected by natural calamities etc.), as they include provision of food, health and learning support activities (Tapia, 2006; Regina & Ferrara, 2017). The needed element for transition to SL would be the connection with the curricular content, including the civic competencies that can be developed through the sustained involvement in addressing the community needs. As in the case of unsystematic volunteering, the transition to SL should also require defined goals and assessable outcomes, including the levels of satisfaction and impact on students, institution and on the target community.

IV Service-Learning activities

Conceptual clarifications:

Compared to the community-oriented activities included in the quadrants I-III, SL activities/ programs have the following key characteristics in terms of learning and service (Regina & Ferrara, 2017): they simultaneously address learning and community service goals by offering a high degree of integration of the community service with formal learning, they enable the students to be part of the learning process by addressing real life situations in all stages of the SL process, to perceive the community as partner in the learning process and develop a positive and humane relationship with the actors of the educational institutions (e.g. teacher) and with the members of the community.

While there are several cross-sectional processes that have been identified and described throughout the development of the SL activities/ programs (CLAYSS, 2016; Regina & Ferrara, 2017), such as the reflection process, the recording and communication process and the evaluation process, the reflection process is particularly important in all the possible transitions from the quadrants I-III to quadrant IV.

3.3. How much should be Service, how much should be Learning?

Even if the transitions are properly made in the direction of meeting the SL criteria, the emphases on the learning or on the community service can be similar or different (Sigmon, 1994 cited in Regina & Ferrara, 2017). Table 2 provides an overview of the combinations that can arise between the emphases on the two components of the Service-Learning process.

Table 2. Different emphases on the two components of Service-Learning practices (based on Sigmon, 1994 cited in Regina & Ferrara, 2017, page 36).

S-l	Service objectives are a priority and learning objectives are secondary.
s-L	Learning objectives are a priority and service objectives are secondary.
S-L	Service and Learning are strongly connected, and they are equal in significance.

In conclusion, regardless of the weight of the two components, it is recommended that when the combinations between service and learning occur and they develop into a SL process, a special attention should be offered to the excellence in Service Learning and to the promotion of positive Social Change (Regina & Ferrara, 2017). Hence, recommendations go in the direction of providing students with experiences that require critical thinking, collaborative management, listening skills, empathy and quality criteria, as well as of offering the institutions (through the students and the teachers involved in the SL practices) opportunities to establish valuable networks with social organizations and community leaders, in a cooperative and reciprocal direction of interaction (CLAYSS, 2016).

Exercise/tasks/questions:

1. Try to identify activities through which your students engage in communities and place them in the corresponding quadrant. What should be done to perform the transitions from these activities to SL? Is it possible to do the transition?

2. Arrange the quadrants from the one most likely to transition into the Service-Learning to the one least likely to end up as a Service-Learning in the context of your institution/experience.



CHAPTER 4.

How to plan and implement a Service-Learning course

There are several steps and processes identified in the literature as a guide for teachers on how to plan and implement Service-Learning (SL) courses or how to include SL components into the existing curricula. This chapter offers several guidelines in the process of planning and implementing SL into your course. In the annexes, you can also find useful templates and examples that can be used in your practice. The guidelines are based on the SL Project Itinerary Model presented by CLAYSS (2013), but they can be adapted to your experience and institutional settings.

The CLAYSS model of SL project's itinerary structures the overall SL process in the following main core components: 1. Motivation, 2. Diagnosis, 3. Design and Planning, 4. Execution, 5. Closure, as well as three cross-sectional processes: 1. Reflection, 2. Communication & Promotion, and 3. Monitoring & Assessment. It is important to mention that the authors of the model consider the process of service-learning as an itinerary or a road for teachers, students and community to go along, which, despite its uniqueness due to the context of each institution and the needs of community to be addressed, shares the five universally recognizable stages and the three cross-sectional processes (CLAYSS, 2013). It is recommended that in the SL development and implementation process, the supervising teachers should assume responsibility and offer guidance to the students through all the stages in a gentle manner, in order to avoid generating feeling overwhelmed and overworked, which might decrease the level of students' motivation and active participation in the SL project (CLAYSS, 2013).

In this chapter, we have adapted the CLAYSS SL itinerary model to a 4-step model (Fig. 1), referring also to the following cross-sectional processes: Reflection, Communication & Promotion, Monitoring & Documenting.

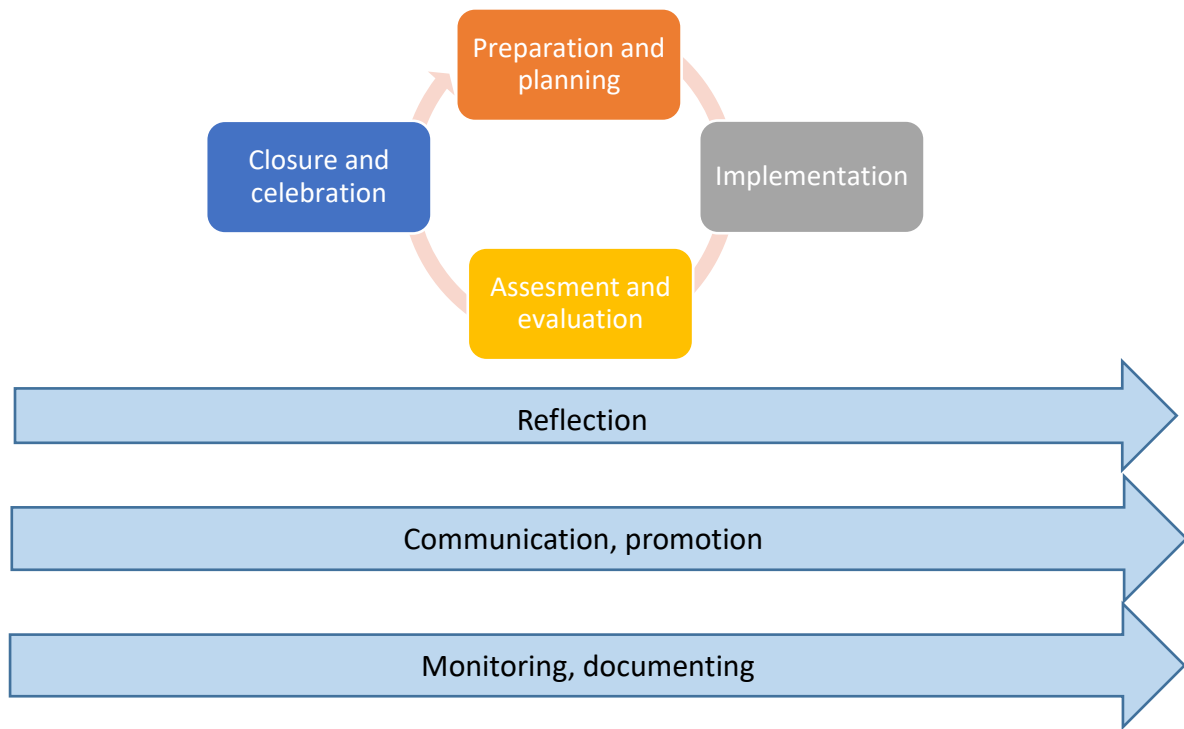


Figure 6. Steps in planning and implementing Service-Learning courses (created by the authors based on the model provided by CLAYSS, 2013).

1. PREPARATION AND PLANNING

In the CLAYSS model of SL itinerary (2013), **planning** is divided into three components:

1. Motivation – it refers to personal and institutional willingness to develop the SL project, to the knowledge and understanding of the meaning of SL concept, to the awareness of the importance of the roles of the students as active citizens, etc.
2. Diagnosis – it refers to the identification of needs/ problems/ challenges to be addressed together with the students and the community, and also to the feasibility analysis at the level of the Educational institution (department, school, university).
3. Design and Planning of the project – it refers to the learning objectives of the service in the context of learning, to the beneficiaries of the service, expected activities, tentative Gantt chart, places for the development of the project, resources needed, discussions related to the internal coherence of the project (CLAYSS, 2013).

In the **4-steps model of SL course** design and implementation proposed by us, the preparation and planning include all the activities that should be done before the

course itself. The preparation & planning step can be divided into two main parts, as it follows:

- (a) The preparation for the Service-Learning implementation
- (b) The planning of the SL-based course.

(a) Preparation for the Service-Learning implementation

Before you decide to start implementing any form of SL, it is important to be aware of a few key factors that can influence your intentions. In order to understand these key factors, please try to answer the following two questions:

What are the attitudes of school/faculty/ department management and other teachers towards student activities in the community?

The basic prerequisite for the successful development of SL is the environment supporting the participation of students in community activities. We understand it as creating an environment that encourages interest in things around us and an interest in helping others in which the activities of students in the community are supported and appreciated. This environment is sometimes "automatically" developed in some schools; elsewhere, it needs to be worked on and can be one of the goals of introducing SL in the institution. Such an SL-favoring environment is largely shaped by the attitude of university/faculty/ department management towards community activities, but also the attitude of other teachers and other staff.

When presenting the idea of introducing SL to your university/faculty/ department management, it is suggested to focus mainly on explaining the benefits of SL to the school. When implementing SL in school settings with no previous experience with SL, it is beneficial to consider the way the SL action is going to be framed. For example, SL could be presented as a tool for helping students to develop social sensitivity toward the environment in which he/she will work in the future. On the other hand, SL could be framed as the training field for gaining practical experience that will be beneficial for their future career. In some cases, SL is ingrained in the university's strategic document, thus facilitating the inclusion of the SL activity in the curriculum. In case there is no support for SL implementation in the strategic institutional documents, teachers might be motivated to introduce SL as a new pedagogic methodology that might count for the promotion criteria they need to meet. Sometimes, there

is a need and a moment to introduce some new pedagogical practices with no strategic support just as an impetus for change.

What is your attitude towards and experience with community activities?

If you want to develop an SL experience at your school, you should try to honestly answer the question regarding your attitude towards community activities and why you decided to address this topic. While there is no list of those "right" motivations, the more accurate you will be able to answer this question, the more transparent and motivating your actions will be for you and the students. There is also no right answer to the question of whether the experience of community activities is essential to SL. Also, talking to someone about something you have not experienced yourself can be difficult, and you may not appear particularly convincing. Often, when presenting new information to students, they want to hear about your experience related to that information. As a teacher, you are still a role model for young people, so it is recommended to offer them a personal example in connection to the information.

The preparation of the SL strategy itself is based on several phases. These stages or steps do not have to strictly follow one another, but they are interconnected, and the result of one might affect and shape the next step. In preparing the SL implementation:

- Stage 1: Analyze the needs of the school
- Stage 2: Analyze the needs of the students
- Stage 3: Analyze the needs of the community and the organizations that work in it
- Stage 4: Set goals for implementing the service-learning strategy
- Stage 5: Identify support structures.

Stage 1. Analysis of school's needs

When analyzing the needs of the school, you can use the classical SWOT analysis. Think about the strengths and weaknesses of your school/faculty and the opportunities and threats that are found in its external environment. Of course, the service-learning strategy and its implementation might not address all the identified needs in the SWOT analysis but can be a response to some of them.

Stage 2. Analysis of the needs of the students

SL is recommended to be tailored to the needs of students and their level of psychosocial and professional development (Xing - Hok Ka Ma, 2010). The analysis of the needs of students in the process of SL implementation is closely related to the analysis of the needs of the school, as students are part of it. When asking what the needs of students are in relation to the application of SL, you can use several methods and techniques: interview, poll, questionnaire survey, focus groups, and others. The mapping of needs may also clarify the (subsequent) direction of SL implementation at institutional level, but in relation to the students' professional itinerary. In line with this, it is worth mentioning that the recent change of curriculum is taking into consideration the European qualification framework for a specific field hence, SL activities in connection with curricular content could be a source of skills, knowledge and competences that your students need on the job market.

Stage 3. Analysis of the needs of the community

The mapping of community needs aims at selecting organizations that have real needs that could be addressed by SL activities, while employees and staff are willing to accept and possibly lead students during service-learning activities (Xing - Hok Ka Ma, 2010). The forms we can use to map the needs of organizations/ communities are diverse, such as: personal interviews, official letters, polls etc. Students can also be involved in the community needs mapping. Some tips on how to proceed with mapping of community needs are listed below:

- Reach out to the organizations you or your department/institution work with to arrange your students' professional experience;
- Address a volunteer Centre;
- Reach out to your city or municipality, they can be a source of different offers, but they can also be the founders of various organizations which may need volunteers;
- Visit the local parishes, churches, libraries, museums, hospitals;
- Ask non-profit organizations to provide additional options;
- Identify informal initiatives and groups of people who have decided to deal with a problem in your city or municipality or have decided to carry out some local event.

At this stage, the task is not to create a complete list of all the possibilities to contact community agents for analysis of their needs. Rather, you want to show the students what their options can be. The quality of work for students can be very different in organizations, so try to find out as much as possible about the organization and its work system when working closely together. The interest of students can also help you decide whom to work with. Remember, however, that people naturally avoid working with those target groups with whom they have no experience.

Stage 4: Set the goals for implementing service-learning

As recommended by the authors of *An Asset Builder's Guide to Service-Learning* (Roehlkepartain, Griffin-Wiesner, Byers, Nelson, 1999) it is important to determine what are the general goals of service-learning in your school before you plan service-learning projects or implement service-learning in the taught subjects. These goals are divided into three groups:

- Goals for the growth and development of students
- Learning goals
- Service goals.

The starting point for setting goals should be the results of the needs analysis in the previous steps. Based on the identified needs, you can specify:

- Objectives of implementing SL in relation to school/faculty/department (What are the possibilities of implementing SL in relation to your school/faculty/department? What should the implementation of SL bring to your school's strategy in terms of benefits?);
- Objectives of implementing SL in relation to students (What knowledge, skills, attitudes, competencies would you like your students to develop with this strategy? What should they learn?);
- Service implementation objectives in relation to the community (What are your goals of implementing community-based SL? What is the expected impact on the community of the implementation of SL in your school?).

Stage 5: Identify support structures

Before getting started, find out what resources are available at your institution to help you develop the service-learning course.

(b). Planning of the SL-based course

The last step in the preparation and planning of SL implementation is to think about the subject concept, i.e., setting its objectives, conditions of completion, content, thematic plan, and teaching methods. In the Output 3 of SLIHE project (www.slihe.eu), you can find some examples of courses based on SL strategy.

According to the Heffernan (2001), exemplary syllabi of SL-based courses should:

- Include service as an expressed goal.
- Clearly describe how the service experience will be measured and what will be measured.
- Describe the nature of the service project.
- Specify the roles and responsibilities of students in the place and service project.
- Define the need(s) the service placement meets.
- Specify how students will be expected to demonstrate what they have learned in the project (journal, papers, presentations).
- Present course assignments that link the placement and the course content.
- Include a description of the reflective process.
- Include a description of the expectations for the public dissemination of student's work.

Bellow you can find some tips for the preparation of your SL-based course:

- Go back to the learning outcomes of your course - be sure that SL is one of the right methods to achieve them;
- 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;

- Take into consideration the time you will need to administratively approve any change in your curriculum. In some cases it can be a highly flexible procedure, in others it can be rather formal and time consuming;
- Think about answers to 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 your partner community organizations be recipients, collaborators, or co-protagonists of the SL project?
- Be sure to check out various legal issues related to students' security/insurance and GDPR regulation;
- Think about how you can promote SL and your course among students (especially if it as an elective course) and how you can motivate their engagement;
- Think about questions: What linkages to the curriculum will the SL project have? What could other curricular areas add to the service? How could we invite them to participate? What institutional mechanisms should we resort to link curricular/academic areas to this service project? Are the objectives set both for the service and for the learning? How do S and L connect, how is that linkage generated?

2. IMPLEMENTATION

Implementation refers to ensuring resources, formal agreements, implementation and management of the service and simultaneous development of learning-related contents, the record of what is being done, discussions of intermediate achievements, adjustments, etc. (Regina, 2017). Preparing students for the implementation of SL activities is linked to the clear educational objectives of the subject and the possibility of their application in organizations/communities. Students learn what is expected of them and what they can expect from an SL activity, as well as what knowledge, skills, and information are needed to carry out the activity and learn the basic steps of the SL.

In the preparation of the SL activity, it is recommended to point toward the need for a responsive and sensitive approach to the people with whom the students will work. Another recommendation is to address the motivation of the students, so it is necessary to analyze the reasons for joining the SL activity or to find the right link between the subject and the activities they are already engaged in.

After the SL-based course has started:

- Be sure to share every information about the course with your students (e.g., what are you going to do, how are you 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, as well as rights & obligations regarding ethical and legal issues (in communication with partners, in reporting);
- 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/competencies/capabilities?

An important aspect of implementing the SL strategy **is the role of teachers** throughout the preparation, action, reflection, evaluation, awards, and celebrations process. This role is dependent on the SL model but is mainly about creating a space for learning through service in the community. Try to follow some of our recommendations that are listed below:

- Do not take responsibility for ideas or the actual form of SL activities and projects of students. They must feel it is theirs, not your project. Clearly explain to students what their roles are and provide a checklist with the key activities, if they need it.
- Try to abandon the idea of how you would plan or implement the activity; keep in mind that you are just an advisor in its creation. You may have a completely different idea compared to the students' ones, but you also have other skills, abilities, and resources to implement it.
- Create space for meeting students, consulting their ideas, thoughts, as well as sharing of the positive and negative experiences.
- Not every SL project will succeed. You may feel sorry, especially if the students' ideas are interesting and useful. However, do not try to

save each project by your means and keep in mind that people also learn through failure.

- Be active too! If your students decide to clean up some space, do workshops for children, or help in a facility for senior citizens, get involved yourself, too. Your get-up-and-go will also be an important motivation and it will set an example to your students.
- Do not solve problems that arise when working in a team of students. Teamwork and learning, through this work, also contribute to the development of vital competences in life. Expect that at some point they will need support with soft skills, such as time management, conflict resolution, teamwork, coordination, communication.
- Let the students feel your active support (“be there for them, but not in their way”).

3. ASSESSMENT AND EVALUATION

Assessment is defined as the method of testing the level that students have achieved in learning (academic) and the SL outcomes that are set by a teacher at the beginning of the course. The way assessment is done is reflected by two major factors:

- a) institutional regulations on student assessment, and
- b) the nature of the course and learning (academic) and SL outcomes.

The outcomes of the SL can be evaluated as any other academic product but having in mind that students are being graded on the academic product, not on their hours of service.

Evaluation represents the feedback from different stakeholders in the process of Service-Learning. The aim of the evaluation is not to grade or assess, rather give feedback on the whole process. The goal is to reflect on how successful the learning cycle has been for all the partners involved and to create plans for improvement in the next learning cycle. No project is perfect. Each project needs evaluation not just of the content, but of the whole project itself. Therefore, the evaluation may consist of:

- a) Students evaluating the teachers and community partner;
- b) Community partner evaluating the students and teachers;
- c) Teachers evaluating the community partner;
- d) Teachers do self-evaluation based on all proposed evaluations.

It is recommended to avoid creating a long list of questions that can be tiresome for everybody. It is important to point out the critical questions that will reveal the nature of the experience, opinion, and attitude that different stakeholders have about the project. When creating questions for evaluation, it is recommended to take into consideration questions on the process of the project, context of the project, or content of the project. Below are provided some examples of items/questions that can be used by students to evaluate the teachers:

- The teacher presented the syllabus at the beginning of the course.
- The teacher was knowledgeable about the course content.
- The teacher was open for discussion and communication.
- The teacher explained the materials in an appropriate way that was easy to understand.

4. CLOSURE AND CELEBRATION

Any SL project has a formally defined starting point and an ending one. Because it is a project addressing the real needs of a community site, students/partners and teacher can face a variety of different closure problems. Such problems could be: community partner keeps calling the students to perform activities after the end of the semester, community partner is asking for some additional research from students and teacher, community wants to prolong the SL project, the representative person from the community partner has been replaced by a new person, who might ask for some clarification of the beginning of the project and demand some changes in the final report etc.

Several proposed elements for the *closure of an SL project* are:

- Students finish their written report on time and arrange a presentation with the community partner;
- There could be an event organized to promote the results of the project. Media or some other third parties (vice-dean, head of the department, community partner leader, community partner stakeholder or customer) could be present at the formal presentation;
- Community partner might issue a recognition letter stating that the SL project goals are met, that they have 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 confirms that there are no additional demands from students/teacher;

- Teacher can organize a meeting with the community partner after the students' presentation and discuss the benefits of the projects, as well as the areas for improvement.

Celebration is considered a valuable moment to plan or discuss additional or new projects in the next semester. Community partners can continue to have interactions with the students in specific forms. Students might start working/volunteering for the community partner, but it has to be clear that the teacher is not forcing in any way this relationship nor is responsible for the post-SL stage relationship, after the closure of the SL project. An example of the SL evaluation form for the community partner is provided in Annex 2.

The SL project is a complex project, and for some of the students, at that point in life, it can be perceived as a stressful learning experience. The event of SL celebration is the moment of creating informal relations and often of reflecting positively on specific stressful moments of the SL project. For instance, it could be a simple „thank you speech“ at the end of the students' presentation, organizing a special presentation for media/stakeholder/community partner manager, a small party, or some other type of event in the school or the public space or at the community partners space. The participants (community partners, students, teachers) are given a paper of recognition that they may use for public relations, for enriching their CVs or to support a promotion. Keeping in contact after closing the SL project could be beneficial for future SL projects.

5. REFLECTION

Reflection before, during and after the SL course, or in the process of planning a transition from a community-oriented activity to SL, allows students to become aware of their emotions and learning that is in progress, to consolidate their knowledge and to make a substantial contribution to the educational institution they are part of, as well as to become aware of their role as involved citizens. Reflection in Service-Learning is seen as a meaning-building process that guides the learner through the community-oriented experiences, facilitating the in-depth understanding of relationships and the connections (procedural and effective) between experiences and the SL concepts (Fig. 3). The reflection component is considered the thread that provides the continuity of learning and assures the progress of the individual learner and the society, in an interconnected manner (Rodgers, 2002; Copaci & Rusu, 2016).

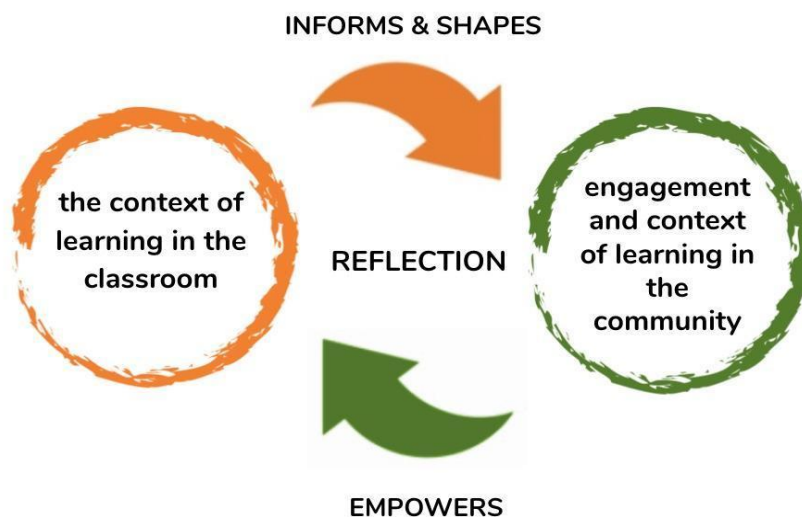


Figure 7. The roles of reflection in Service-Learning (created by the authors).

More information about reflection as an integral part of SL can be found in the next chapter of the handbook.

6. COMMUNICATION AND PROMOTION

Communication is a continuous process among the participants in the project, with the institution, with community partners, and with the community. An optimal service-learning project involves creating effective communication channels between the participants in the project and between participants and the community. This serves to spread the information, attract higher participation, raise awareness of problem areas on which the project is developed, and extend activities and accomplishments. Communication promotes additional learning and allows us to make the invisible visible: specific learning regarding communication processes, the visibility of the project and the community engagement of youth (Regina, 2017).

It is useful to keep in mind that the time period of implementing Service-Learning in specific academic course (e.g. sometimes it can be one semester) can be stressful for students. Their grade depends on some project goals that might or might not be successful, on some environment factors that they cannot always control, on the optimal cooperation with the community partners, which might not always consider the academic schedule of the students. Hence, communication of all the parts of the realistic goals, deadlines and expectations is a focal point of the project.

Promotion is an important part of the project, especially if your goal is to implement Service-Learning longer than one academic year. After the official

closure of the project and evaluations that all parties have fulfilled, it is time for the teacher to reflect upon the experience and plan for the next generation of students. There are always areas with positive feedback and areas with negative feedback. It is time to talk about the process and decide for future improvements. Teacher will organize a meeting or talk with interested parties, especially community partners and make plans for future.

Feedback from community partners, students and teachers could be gathered in the form of digital feedback, videos or just testimonials or short reports. The purpose is to use the material for future generations of students when introducing the project, for community partners when reaching out for their cooperation, or for official representatives of Institutions when asking for more resources or academic / community grant money.

7. MONITORING AND DOCUMENTING

Keeping an ongoing monitoring and documentation of the project is a critical and often overlooked aspect of a quality service-learning experience. Monitoring and documenting the learning and actions taken throughout the project, as opposed to after the project is completed, provides valuable information for the reflection processes, for evaluation as well as for the promotion of the project. There are multiple ways to document an SL project's stages and processes. This can be done in various forms (diary, portfolio, notice board, project folder, blog, web page, etc.) and formats (written, audio-visual, multimedia).

Documenting, in the context of a Service-Learning project, could also imply sending reports with the goal to demonstrate how the SL project was beneficial for the course or student learning experience or community need. Reports can be delivered to the Department Chair or Dean (academic), sometimes for grant purposes or at the request of the community partner, in the context of the cooperative frame with the University. In all the reports, it is important to follow GDPR and to be extremely cautious about the material that will go public and be published online. Please have a look at the documents on the link - "The EU General Data Protection Regulation (GDPR)"- <https://eugdpr.org/> and ask advice from legal personnel at your institution.

CHAPTER 5.

Reflection in Service-Learning

5.1. Definitions of reflection

The term "reflection" originates from the Latin word *reflexio* (reflection, mirroring) and *reflektere* (reflect), and we understand it as a basic way of learning through experience. Reflection offers students the opportunity to think critically about their experiences and to explore their own values, opinions and beliefs. It has a personal impact, by producing useful unbalances that lead to change, reprocessing, and reconstruction of the information processing modalities. It also offers room for questioning, for a mutual exchange of ideas, experience and problem-solving skills, and for finding solutions to community problems for which they plan or realize their service-learning activities.

As frequently pointed out in the literature in the field of community-oriented pedagogy, the main mission of the SL strategy is to integrate meaningful service into the learning community. However, learning by means of services does not happen automatically for students and needs to be facilitated by the teacher. Therefore, it is important in the theory and practice of service learning to recognize that the reflection on experiences or experience becomes the **key to understanding** the importance of the entire service-learning activity, as well as the **means of transferring** new experiences to the content of learning as well as to one's personal life.

Reflection is considered a key "ingredient" that transforms experience from SL activity into learning, it has a vital role in awareness-building and transforms service-learning into critical pedagogy, with a potential to determine personal transformation and social change (Jacoby, 2015). It helps students link information from lectures or studied texts with experience from the services in the direction of their own development and of a better understanding of the content of learning, thus deepening their learning process and contributing to personal development.

Reflection is an essential and common feature of all SL programs, because it offers the space for the application of the students' critical thinking and constitutes part of the training of metacognitive skills in higher education. Eyster et al. (2001) state that the learning that takes place through the cycle of reflection and action enables students to talk about what they have learned through experience in connection with the content of their lectures.

Reflection in SL offers space for interpersonal communication, self-evaluation, building a sense of civic responsibility and a sense of belonging. Also, it is a meaning-making process that can lead to enlightening, transformative changes in the learner, especially when the initial assumptions and premises are invalid or lack authenticity. For the reflection to be transformative, it needs to involve critical thinking and to become critical reflection. A useful comparison between reflection and critical reflection can be seen in the table below (Fig. 1, *apud* Deeley, 2015).

Reflection	Critical reflection
<ul style="list-style-type: none"> • Looking back to events and experiences; • Involves remembrance of past • Can result in deeper understanding, higher awareness; • Does not involve assessment of aspects on which it is centred; • Involves awareness of ignored aspects. 	<ul style="list-style-type: none"> • Reflection on own hypothesis; • Meaningful investigation, with clear purpose, with great emphasis on the subject; • Tests validity and accuracy of mental processes; • Action of identification, disputing own assumptions, development of new ones; • Involves emotionality, determines change, can produce discomfort and resistance; • Key element of experiential learning.

Figure 8. Comparative analysis of reflection and critical reflection (*apud* Deeley, 2015).

5.2. Models of critical reflection

Various models of critical reflection were previously developed describing the steps of the process that can be followed in order to achieve an effective reflection process, as well as the levels at which reflection takes place. A model is in fact a cyclical process of construction and reconstruction of potential solutions to critical issues, then reflection on the connection between initial data, new information and formulation of alternatives. The final goal of the critical reflection is the actual action based on the solution found, followed by continuous reflection on the results of the action.

One of the most widely used and implemented models of critical reflection is the DEAL Model (Ash and Clayton, 2009, Fig. 2). The model offers a perspective on the process of critical reflection that starts from the actual engagement in the service, to examination of various aspects (personal growth, social responsibility, course content) to the articulation of learning, a continuous process that supports the transformative nature of SL on the students' values, opinions, actions, in relation to the learning content offered by the teacher.

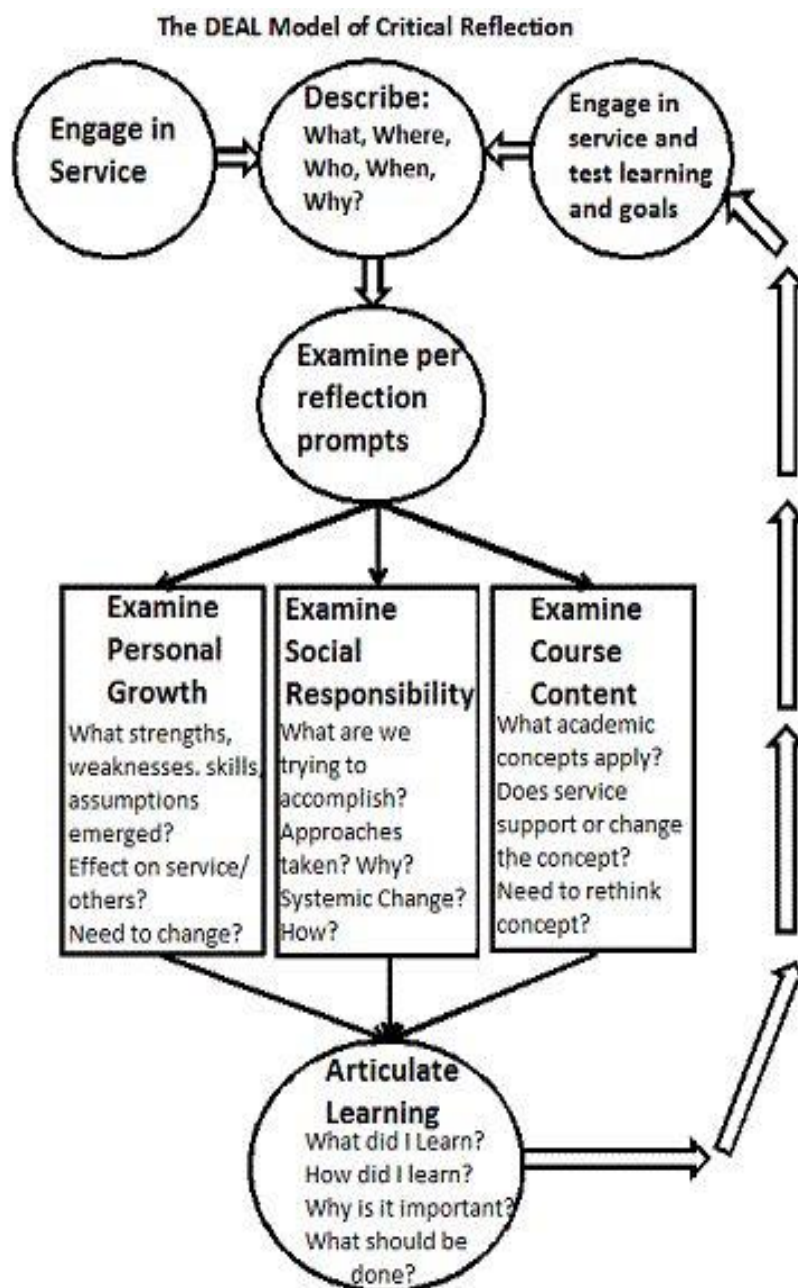


Figure 9. The DEAL model of critical reflection (apud Ash and Clayton, 2009).

5.3. Levels of reflection in Service-Learning

Since SL is not just about the individual work of one individual, but often about teamwork as part of a service-learning activity, the reflection should take place at

several levels, in order to facilitate interpersonal communication, self-assessment and the construction of civic responsibility:

- **Intrapersonal level** - applies to self-awareness, it is the self-reflection of an individual's feelings, of their knowledge, experience and skills. Some reflection questions for this level could be: *What did you learn about yourself? What was the easiest/ most difficult? Can you explain why? What new things did you learn?*
- **Interpersonal level** - is the reflection of action in a group and the sharing of experience and experiences from the group work, during which social learning takes place, i.e. search for what the students have learned from each other. Some reflection questions for this level could be: *What did you learn about other group members? What did you learn about yourself from the group work? What were the capacities of your group?*
- **The level of application** - represents the transfer of what we take and apply from the experience and the subsequent reflection, it is the search for the interconnection of experience with the theoretical knowledge. Some reflection questions for this level could be: *How can you use what you learned from this experience for the tasks of the course and for your life? In what other situation can you use these things? What would you recommend to others?*

Reflection in the SL implementation process

Reflection is often considered an important key to understanding the importance of the entire service-learning activity. Ideally, reflection is done before, during and after an SL activity (apud Deeley, 2015, York-Barr, Sommers, Ghore and Montie, 2001; Fig. 3).

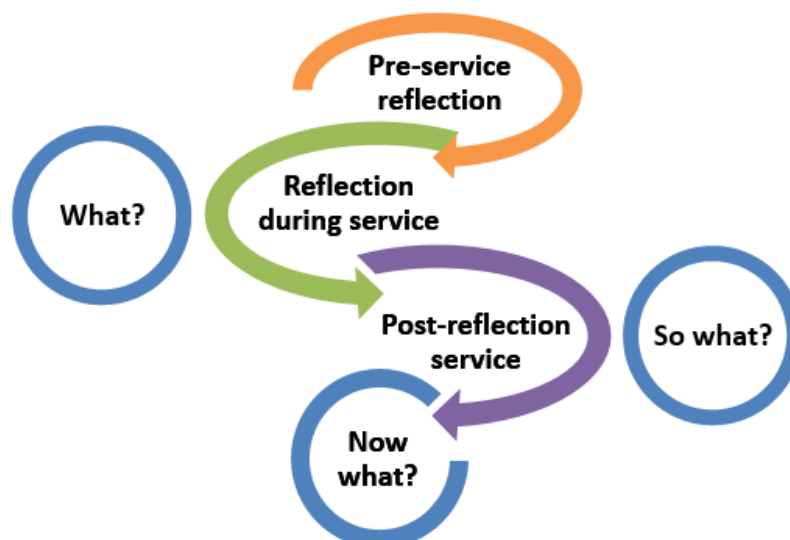


Figure 10. Types of reflection in Service-Learning (created by the authors).

Pre-service reflection - Expectations in the preparation phase

Continuous reflection can be realized spontaneously, but we recommend creating a structured reflection time as part of an SL project. At the beginning of the learning process, find out what the students know. What are their initial ideas and opinions? What are their expectations? What do they think about what they will learn and how they feel about it? If the situation allows, you can prepare a question for the students they will have to answer in the SL activity, or a problem they will have to solve. This could help them be more attentive and make them interested in specific needs.

Reflection during service

Observe. What do the students pay attention to? What do they talk about between themselves? How do they behave? You can make notes to help you in the final reflection. During reflection on the spot, i.e. during this phase, students sometimes express their thoughts through ideas or recommendations that will improve the impact of their activities and deepen the experience they gain.

Post-service reflection

This type of reflection is recommended to be performed as soon as possible at the end of the SL project. We perceive it as looking back, searching for the connection between the result of the activity and the learning outcome. This reflection also makes it possible to look ahead as it shows how the experience gained can be used in the next activity. It is a process that serves as a retrospective view of the gains and losses from past experience and what has been achieved, and at the same time it is a process aimed at linking this experience to future activities and wider social contexts. Take advantage of various reflective procedures. Before you start discussing the activity you are doing, ask the students first to write responses to various discussion suggestions. You will keep the uniqueness of every individual experience and you will get everyone to have a say in the discussion. The more experienced students request that they themselves suggest a reflection process for themselves and their classmates. Ask the students to rely on this when presenting their activities.

Among the potential results of the critical reflection, Deeley (2015) identified: change, discomfort, meaning making, awareness and praxis. A series of examples of questions that can be used in the reflective process are provided in Annex 3.

5.4. Reflection activities used in SL

There are no universal activities for performing an SL reflection. Different types of reflection can be used - from individual written reflections through mutual sharing of experience and their reflection in groups of students following workshops with the participation of clients and workers of organizations / communities. When creating space for reflection in Service-Learning activities, it is important to keep in mind that:

- Reflection activities should be sensitively and appropriately planned and used rationally;
- Reflection should be continuous;
- Reflection activities should be clearly blended the Service-Learning experience with the academic standards and curriculum of the given subject.

Reflection can be developed through multiple activities: writing or other types of creative expression, group discussions in class, using quotes, writing essays. It can be recorded in logs, work diaries, reports, research papers, devices, blogs, web pages, etc. The variety of reflection activities is as wide as the creativity of each group (Regina, Ferrara, 2017)

Why to connect SL with reflection?

As already mentioned in the previous chapters, Service-Learning is considered 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 (Eyler, Giles and Schmiede, 1996; Eyler and Giles, 1999).

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.

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 SL, including the frequently used approaches listed below (Regina, & Ferrara, 2017; Farber, 2011).

- **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.
- **Posters** with relevant content.
- **Workshops** with participants from various entities involved in the SL activities.
- **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.

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Annex 1.

Template for the preparation of the course based on SL (outcome of the SLIHE project).

Before you start to teach the course based on SL, we recommend that you answer a few questions. Answering the questions is part of planning the course and of incorporating SL in your teaching process.

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

School needs

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Community needs

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Students needs

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7. **What are the possibilities for SL implementation at your school/department? What benefits do you expect the SL implementation will have for your school? Do you need any permission for the SL implementation in your course?**
8. **What are the aims of the SL implementation regarding your students? What knowledge, skills, and competences do you want to develop? What experiences should the service-learning implementation bring? What should the students learn?**
9. **What are the aims of the SL implementation towards the community? What are the expected benefits for community partners?**

10. Plan other aspects of the SL implementation in your course:

- a) What is the learning aims of the course?
- b) What are the aims of the service?
- c) How will you cooperate with the partners in the community? How will the community be involved in the process of the SL implementation at different stages? What will the role of the partners in the community be?
- d) How are the learning and service aims connected?
- e) For which study program is the course?
- f) Is the course mandatory or elective?
- g) How will you motivate students to attend the course?
- h) Which SL model will you 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 SL implementation? How will they be involved?
- k) What are the preconditions for finishing the course? How will you evaluate the students?
- l) How long will the SL project (e.g., one semester...) be?

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

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

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

Annex 2.

Example of a subject/course with Service-Learning components

Basic course information:

Study group and study year: Pedagogy (Faculty of Humanities and Social Sciences, University of Rijeka), 2nd year undergraduate studies.

Course: Evaluation of research.

Course professor:

Course associates:

The **aim** of the course is to promote and develop a culture of evaluation of social programs, i.e. a variety of social interventions in the (local) community. In this context, students are expected to adopt general and specific knowledge of methods and methods of evaluation based on the application of a scientific-research approach.

It is expected that after fulfilling all program obligations, students will improve the following *general competences*: (I.) ability of critical and creative thinking; (II) ability to analyze, synthesize and evaluate; (III) abilities to plan and organize; (IV) learning abilities through team and individual work and (V.) information management skills and their presentation. After completing all of the program's commitments, students are expected to be able to evaluate the quality and effectiveness of actions, projects and programs. Planning a course in a community-based learning model allows students to directly apply concepts that they are taught about community projects, linking with different institutions / organizations in the (local) community, getting acquainted with a variety of social programs and interventions being implemented in the local community, evaluating (certain aspects) the success of projects implemented in the community in relation to users, collaborators, organizers and the wider community.

Course description

The course is held in the summer semester of the second year of undergraduate study of pedagogy. The basic feature of students' engagement is three-month teamwork (3-5 students) on the planning and implementation of evaluation research in collaboration with a given organization / institution in the community, which is the first research experience for many students as well as the first experience of co-

operation with community participants. During the winter semester, teachers negotiate co-operation with representatives of organizations / institutions interested in co-operation on the course and work with students, and discuss current projects implemented by organizations / institutions, which face specific challenges and difficulties.

The purpose of the course is to support local organizations / institutions in the process of discovering the (potential) causes of certain challenges and difficulties and to consider potential solutions. Divided in teams, students conduct their own research projects over the semester within the organizations / institutions. With the help of collaborators in the course and the mentor in the organization, students create a draft of evaluation research, carry out, process and analyze the collected data, produce a report and present results to representatives of cooperative organizations / institutions. Collaboration with local community organizations / institutions cannot always be defined in a written contract, which then, if any, clearly defines the expectations, obligations and responsibilities of all involved.

The course is implemented in six basic blocks: (I.) Introduction block, (II) Drawing up a research project, (III) Field research work, (IV) Data processing and report preparation, (V) Public presentation of results and (VI.) Reflection. While blocks from one to five linearly develop and follow one after the other, the reflection is a segment that follows the process frequently, with specially structured questions at the end of the process. Lectures are held at the Faculty according to schedule, while the exercises are converted into research projects of individual student teams and related organizations / institutions and are held mainly according to the agreed schedule but also through special agreements within the team and their mentors in the organizations / institutions. Students are always available to assist colleagues on the course in the form of joint, team, or individual consultations.

Course segment	Description
Introductory block (1-3 weeks)	In the introductory part of the course, students are informed about the course curriculum and the principles of a learning model by committing to the community. Students are presented with the expectations they are facing and are provided with some of the key concepts they will need to consider (e.g. teamwork and all related challenges, team management, time management, task management, business communication, public presentation, reflection). Students are presented with collaborative organizations / institutions from the field of activity and are briefed to the requirements of the project. Students form teams and arrange roles in the team and select a team leader who

becomes the key point of communication between the teacher - these students - the mentor in the organization / institution.

After that they choose the organization / institution they will work with. Coordinators of the course are negotiating and are attending the first meeting between the organization and the students. The first meeting usually takes about an hour, during which students can become familiar with organizational activities, mentors and other members / employees. The mentor in the organization / institution presents the project in detail and discusses with students about recognized challenges / difficulties.

Then they explore the possibilities of evaluation research about available resources (time, finance, sample availability, student competence, etc.). The mentor gives students the relevant project documentation. After the first joint meeting, the team continues direct communication with the mentor in the organization / institution. Each team is required to prepare a research implementation plan with dates / deadlines and submit it to the teachers (due to the monitoring of their team's work and progress and the timely intervention of the teacher in case of failure to perform tasks according to the plan).

After the introductory block, the students' teams are approached to draw up a draft of the research, in accordance with the instructions and to prepare the draft form.

Research proposal
(4-7 weeks)

Preparing-the-research-proposal process marks the independent work of students, who follow the mentorship as well as the counseling support of the teacher, in accordance with the needs of the student teams. At this stage, it is important to agree upon all the elements of the planned evaluation study, as well as the timeline of implementation, to truly ensure the implementation of the process to the very end.

In addition to the research project, students develop the necessary research instruments, gaining intensive support and continuous feedback from both sides - teachers and mentors in the organization. After all sides have stated their opinions about the draft and the relevant instruments and teams have received (all necessary) approvals for the implementation of the research, students are initiating the data collection process in the field.

Field research
phase
(8-10 weeks)

This phase refers to the data collection process in the field. In accordance with the research project, students have the task to include an agreed sample of participants, a task that is supported by their mentor in the organization / institution.

Students have at their disposal all the necessary resources for the successful implementation of research - at the Faculty and in the organization / institution itself (e.g., telephone, internet, photocopier etc.). In case of any difficulties, the team leader is responsible of notifying the teachers, as well as the mentor in the organization / institution, in order to minimize the potential damage to the research project.

Data analysis and report preparation (11-13 weeks)

Data entry and analysis is done at the Faculty in a specially equipped computer classroom with appropriate software solutions as well as the direct advisory support of the teachers to each team.

There are two co-workers on the course to evenly cover the students' needs of support in doing quantitative and qualitative research. Students prepare a report according to the prepared form. During the reporting process, students are entitled to consultations and feedback on the interpretation of the results.

In the report, among other things, students are expected to formulate recommendations in line with the results obtained, which will be realistic, viable, sustainable and meaningful.

Conclusions and recommendations should be shaped in a way that will assist the associate organization / institution in considering the appropriate solution for the originally defined challenge / problem.

The research report should be suitably shaped and should follow the default structure of the form received by all students / teams in order to support them in the process of preparing a public presentation of the results.

Public presentation of the results (14-15 weeks)

Once the final version of the report has been approved, students are approaching the preparation of a public presentation of the results - with mentors in the organization / institution negotiating the term as well as potential participants / invitees. Often, these presentations are attended by many members / employees and associates of an organization / institution, which to a large number of students represents an extremely stressful situation.

Teachers are trying to provide all the necessary support to make the presentation of the results as successful as possible (e.g. feedback on the prepared presentation, participation of teachers at the presentation). After the presentation itself, a discussion of the results often follows, so it is not uncommon for students to discuss (successfully) with heads of city departments, directors of public

institutions, directors, and executive directors of organizations. The public presentation of the results is not evaluated, but it is a part of the process that the students are obliged to do.

Reflection

Along with the design plans and the research reports, students will also present the Reflection journal. During the research part of the course, the students are in a relatively short, but very intensive, period encountering many processes, situations and tasks for the first time. Through a Reflection journal, students are obliged to regularly keep notes of their work tasks and reflect on their success. In addition to job-related notes, students also include information about the learned material and are encouraged to reflect on new knowledge and skills, retained or adopted attitudes.

Students are encouraged to exchange experience in teamwork, exchange experiences of cooperation with organization / institution, research process and course implementation itself. Students are encouraged to discuss their observations within the team and, of course, with the teachers for feedback.

The Reflection journal is not evaluated through points / grades, but students are required to present it at the end of the entire process. Although not valued, the teachers read through the Reflection journal to gain insight into student experience, for better planning of the course implementation. It is interesting to note that it is not uncommon for students to stay in contact with a collaborative organization / institution - some continue to volunteer and some later return to the same organization / institution for the implementation of practical work.

Annex 3.

Template for the course with the Service-Learning component

COURSE DESCRIPTION

Course coordinator

Name of the course

Study program

Status of the course

Year

ECTS credits and
teaching

ECTS credits

Number of contact hours
(L+E+S)

1.1. Course objectives

1.2. Course enrolment requirements

1.3. Service-learning methodology

YES, this course has elements of SL methodology.

Please explain the elements and process.

NO, this course does not have any elements of SL methodology.

1.4. Expected learning outcomes

1.4.1. Expected academic outcomes

1.4.2. Expected service outcomes (if applicable)

1.5. Course content

1.6. Teaching methods

<input type="checkbox"/>	lectures	<input type="checkbox"/>	individual assignment
<input type="checkbox"/>	seminars and workshops	<input type="checkbox"/>	multimedia and network
<input type="checkbox"/>	exercises	<input type="checkbox"/>	laboratories
<input type="checkbox"/>	long distance education	<input type="checkbox"/>	mentorship
<input type="checkbox"/>	fieldwork	<input type="checkbox"/>	other

1.7. Comments

1.8. Student responsibilities

1.9. Evaluation of student work¹

Class attendance	<input type="checkbox"/>	Activity/ Participation	<input type="checkbox"/>	Seminar paper	<input type="checkbox"/>	Experimental work	<input type="checkbox"/>
Written exam	<input type="checkbox"/>	Oral exam	<input type="checkbox"/>	Essay	<input type="checkbox"/>	Research	<input type="checkbox"/>
Project	<input type="checkbox"/>	Sustained knowledge check	<input type="checkbox"/>	Report	<input type="checkbox"/>	Practice	<input type="checkbox"/>
Portfolio	<input type="checkbox"/>						

¹ IMPORTANT: With each method of monitoring the student work enter the appropriate proportion of ECTS credits of individual activities so that the total number of credits equals the ECTS value of the course. Use empty fields for additional activities.

1.10. Procedure and examples of learning outcome assessment in class and at the final exam

[Redacted content]

1.11. Reflection methods used in the course

[Redacted content]

1.12. Required literature (at the time of the submission of study program proposal)

[Redacted content]

1.13. Optional/additional literature (at the time of proposing the study program)

[Redacted content]

1.14. Quality monitoring methods which ensure acquisition of output knowledge, skills and competences

[Redacted content]

1.15. Procedures for obtaining feedback from community partner

[Redacted content]

Annex 4.

Example of Service-Learning evaluation form for the community partner

University of Rijeka
Faculty of Economics Rijeka
Course: Market Research
Course professor:

Evaluation of the project: „Service Learning “ Academic year ...

We wish to thank you for your participation and support in the project Service Learning, specifically in the part of the Seminar Course of Market Research during academic year ... at the Faculty of Economics and Business, University of Rijeka.

This years' experience of working with you and our students will serve to improve the new elements of the curriculum in the next years. Therefore, we invite you to complete the evaluation below and thereby contribute to improving the quality of preparation and work for the next generation of students (this evaluation does not affect student's rating). Thank you for your cooperation and we look forward to meeting you again!

You can deliver this evaluation by giving it to students that you worked with or you can send it by e-mail.

Thank You.

Name of the
firm/institution/organization:

Name of the representative:

Circle one of the answers that best suits your attitude and thinking (1- I completely disagree, I have a very negative attitude, 2 - I disagree, I have a negative attitude, 3 - I do not agree or disagree, 4 I agree, I have a positive attitude, 5 - I completely agree, I have a very positive attitude):

	NO	YES
1. Are you satisfied with the project results?	1 2 3 4 5	
2. Have the students met their obligations as agreed?	1 2 3 4 5	
3. How would you grade students on:		
- Communication	1 2 3 4 5	
- Seriousness of approach	1 2 3 4 5	
- Competence	1 2 3 4 5	
- Willingness to learn and to devote to the project	1 2 3 4 5	
4. Are you willing to cooperate with the students of the Faculty of Economics on <i>Service-Learning</i> project in the following year?	YES	NO
To what extent will your work benefit from students' project results?		
<input type="text"/>		
Have there been any difficulties or doubts about the project's performance (if there were any please describe how you/they dealt with them and how you solved them)?		
<input type="text"/>		
What would be your suggestions for improvement of the <i>Service-Learning</i> project:		
a) in the segment of organization and preparation (Faculty of Economics). Please explain.		
<input type="text"/>		
b) in the segment of mutual communication (Faculty of Economics - Company / Association). Please explain.		
<input type="text"/>		
c) in the segment of work with students (Enterprises / Associations - students). Please explain.		
<input type="text"/>		
Additional notes/comments		
<input type="text"/>		
Thank you for your time and effort!		

Annex 5.

Examples of questions in the reflection and evaluation process in Service-Learning

How to ask reflective questions?

During each phase of the SL activity, specific questions can be asked in order to facilitate deeper reflection and learning process.

What?

What happened?

What did you observe?

What issue is being addressed or what population is being served?

So What?

Did you learn a new skill or clarify an interest?

How is your experience different from what you have expected?

What impacts the way you view the situation/experience?

What are some of the pressing needs/issues in the community?

How does this project address those needs?

Now What?

What seems to be the root causes of the issue addressed?

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

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?
- 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?
- Have your career options been expanded by your service experience?
- Why does the organization you are working for exist?
- How has your understanding of the community changed 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?
- 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 personal values expressed through your community work?

Source:

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

Annex 6.

Example of confidentiality agreement

University of Rijeka
Faculty of Economics and Business

Confidentiality Agreement- A nondisclosure statement

It is understood and agreed upon that the below identified discloser of confidential information may provide certain information that is and must be kept confidential. To ensure the protection of such information, and to preserve any confidentiality necessary under patent and/or trade secret laws, it is agreed that

1. The Confidential Information to be disclosed can be described as and includes:

Invention description(s), technical and business information relating to proprietary ideas and inventions, ideas, patentable ideas, trade secrets, drawings and/or illustrations, patent searches, existing and/or contemplated products and services, research and development, production, costs, profit and margin information, finances and financial projections, customers, clients, marketing, and current or future business plans and models, regardless of whether such information is designated as "Confidential Information" at the time of its disclosure.

2. The Recipient agrees not to disclose the confidential information obtained from the discloser to anyone unless required to do so by law.

3. This Agreement states the entire agreement between the parties concerning the disclosure of Confidential Information. Any addition or modification to this Agreement must be made in writing and signed by the parties. Records will be used in accordance with REGULATION (EU) 2016/679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 27 April 2016 on the protection of persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation), for educational purposes or in a further analysis of the research, data processing and presentation of the work and that it will not be misused or used for other purposes.

4. The content of short presentations during the semester, the final presentation as well as the written report will be preceded by a contact with the community person, who will in writing confirm the final form of information available for the public.

5. If any of the provisions of this Agreement are found to be unenforceable, the remainder shall be enforced as fully as possible and the unenforceable provision(s) shall be deemed modified to the limited extent required to permit enforcement of the Agreement as a whole.

WHEREFORE, the parties acknowledge that they have read and understand this Agreement and voluntarily accept the duties and obligations set forth herein.

[Disclosing Party]

[Receiving Party]

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Address: _____

Address: _____

Date: _____

Date: _____

SLIHE - NOTES

Lined paper for notes with horizontal blue lines.