

WHAT DOES IT MEAN TO BE(COME) AN ENGAGED UNIVERSITY

| FROM 14 TO 15 JULY 2020 | 



LUMSA
UNIVERSITÀ

Workshop "Rethinking community-based learning during the Covid-19 pandemic"

Presenters



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Maria Cinque



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UNIVERSITY OF NOTRE DAME



UNIVERSITY OF NOTRE DAME ROME GLOBAL GATEWAY



COMMON COURSES: ALL ROADS LEAD TO ROME & EXPERIENCING ROME



COMMUNITY-BASED LEARNING IN AN INTERNATIONAL CONTEXT



CBL AND INTERCULTURAL COMPETENCE

Intercultural competence

“a complex set of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini and Tirmizi2006: 12).

Developing (Bennett and Bennet 2004):

- mindset (analytical frameworks for understanding culture)
- skillset (interpersonal and group skills for bridging differences)
- heartset (motivation and curiosity to explore cultural variables).

Dynamic process involving

self-awareness, the ability to navigate and deconstruct stereotypes and generalizations, an understanding of difference, and the motivation to embark in such process.

Fantini, Alvino & Tirmizi, Aqeel. (2006). Exploring and Assessing Intercultural Competence. World Learning Publications.

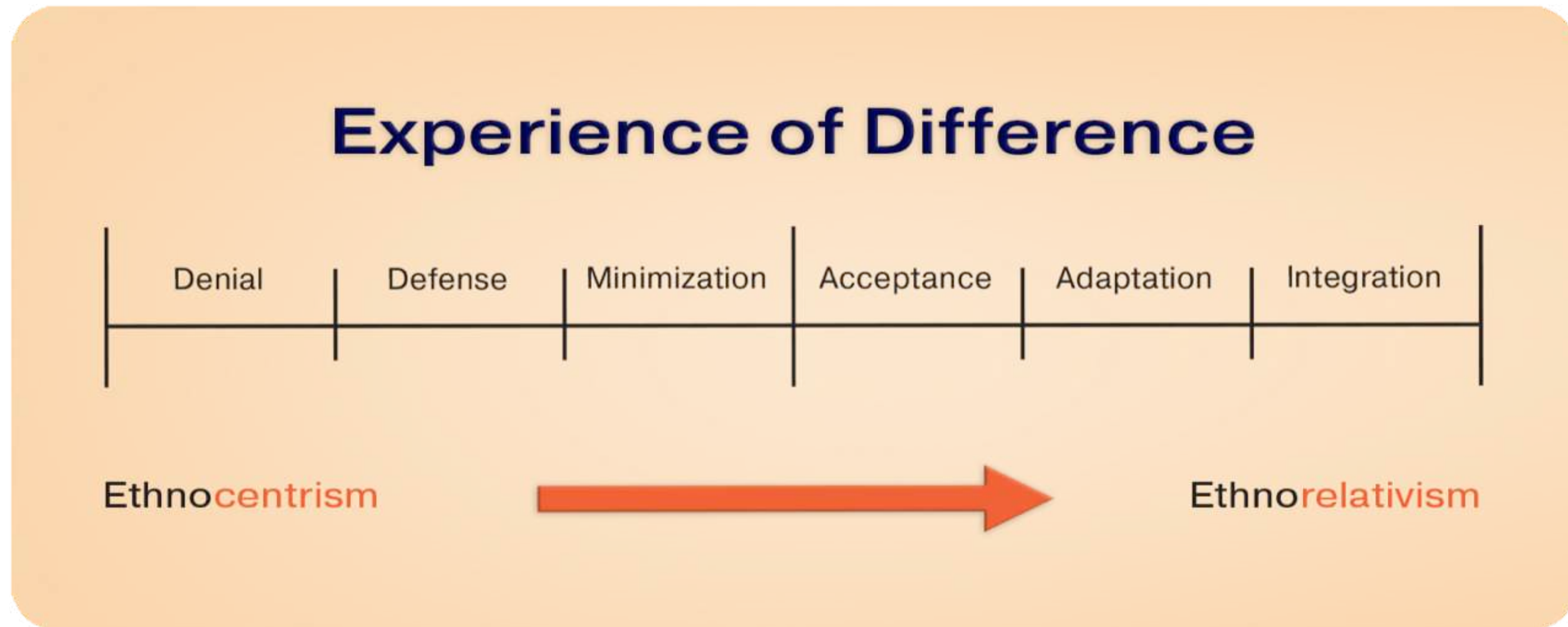
1. https://digitalcollections.sit.edu/worldlearning_publications/1 consulted on Apr 19, 2019.

J.M. Bennett, M.J. Bennett, “Developing Intercultural Sensitivity: An integrative approach to global and domestic diversity,” in D. Landis, J.M. Bennett, M.J. Bennett (eds.), Handbook of intercultural training, Sage, Thousand Oaks (CA) 2004, 3rd edition pp. 147-166.

OPPORTUNITIES FOR CRITICAL THINKING AND GUIDED REFLECTION



BENNETT'S DEVELOPMENTAL MODEL FOR INTERCULTURAL SENSITIVITY

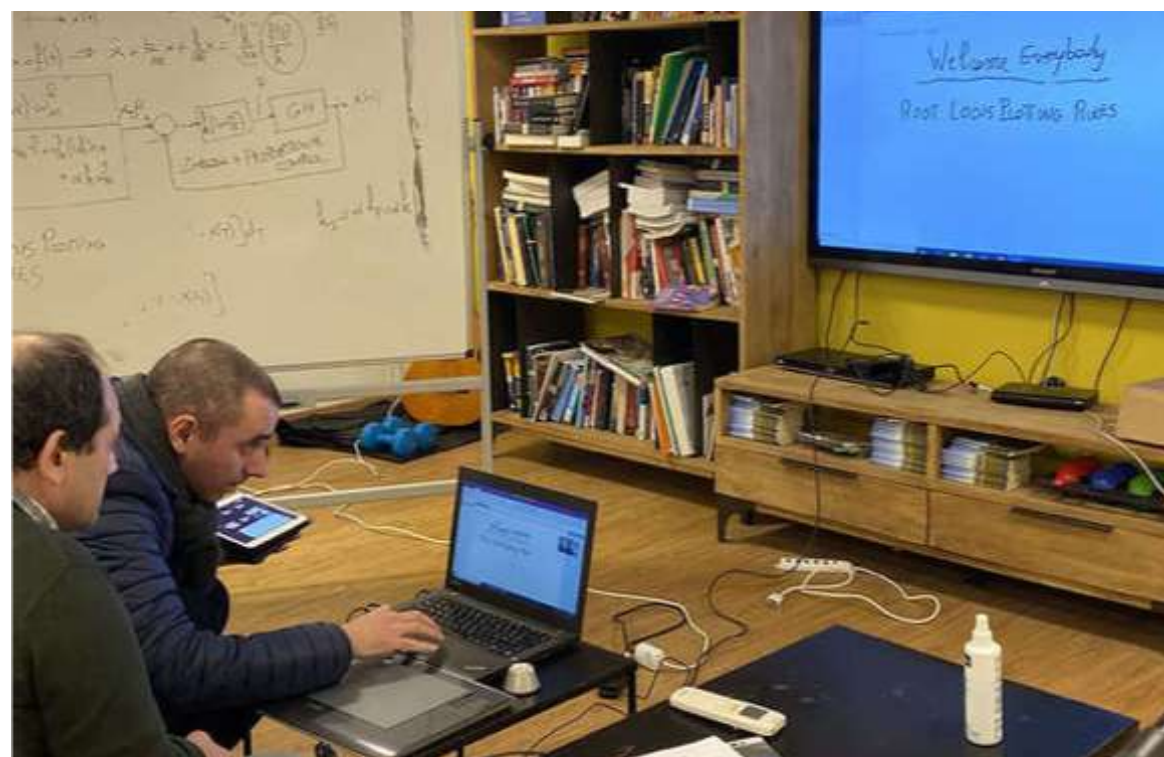


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CBL CONFERENCE



IMPACT OF COVID-19



LUMSA UNIVERSITY OF ROME



LUMSA
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EDUCARE
ALL'INCONTRO
E ALLA SOLIDARIE



POSTGRADUATE SCHOOL (SCUOLA DI ALTA FORMAZIONE) EIS



LUMSA
UNIVERSITÀ



EDUCARE
ALL'INCONTRO
E ALLA SOLIDARIETÀ



LA SCUOLA

FORMAZIONE

RICERCA

INTERNAZIONALIZZAZIONE

ESPERIENZE

PUBBLICAZIONI

Notizie

► Ciclo di Webinar gratuiti sul Virtual Service-Learning – 29 aprile, 6 e 14 maggio 2020

M9 District, in collaborazione con Tuttoscuola e la Scuola di Alta Formazione EIS – LUMSA, ha organizzato un mini ciclo gratuito di 3 webinar per continuare il cammino professionale e umano che, in una scuola rinnovata, si mette al servizio della comunità.

Il Service-Learning nel tempo presente | 3 webinar gratuiti [Programma](#)

1. Mer 29 apr 2020 15.00 - 17.30 CEST
2. Mer 6 mag 2020 15.00 - 17.30 CEST
3. Gio 14 mag 2020 15.00 - 17.00 CEST

[Clicca qui](#) per iscriverti. La visione dei webinar ti permetterà di ricevere l'attestato.

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SERVICE-LEARNING AT LUMSA UNIVERSITY



2014

Postgraduate School Educating for Encounters and Solidarity (EIS), LUMSA University of Rome.

UNTIL 2018/19

The projects were carried out as integration of curricula programs

FROM 2019/20

Service-Learning transversal course with a certification of educational credits.

S-L course:
October 2019 -
May/July 2020

S-L course:
October 2019 -
May/July 2020

October 2019

start of the S-L course

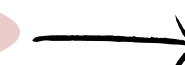
March 2020

Covid-19

July 2020

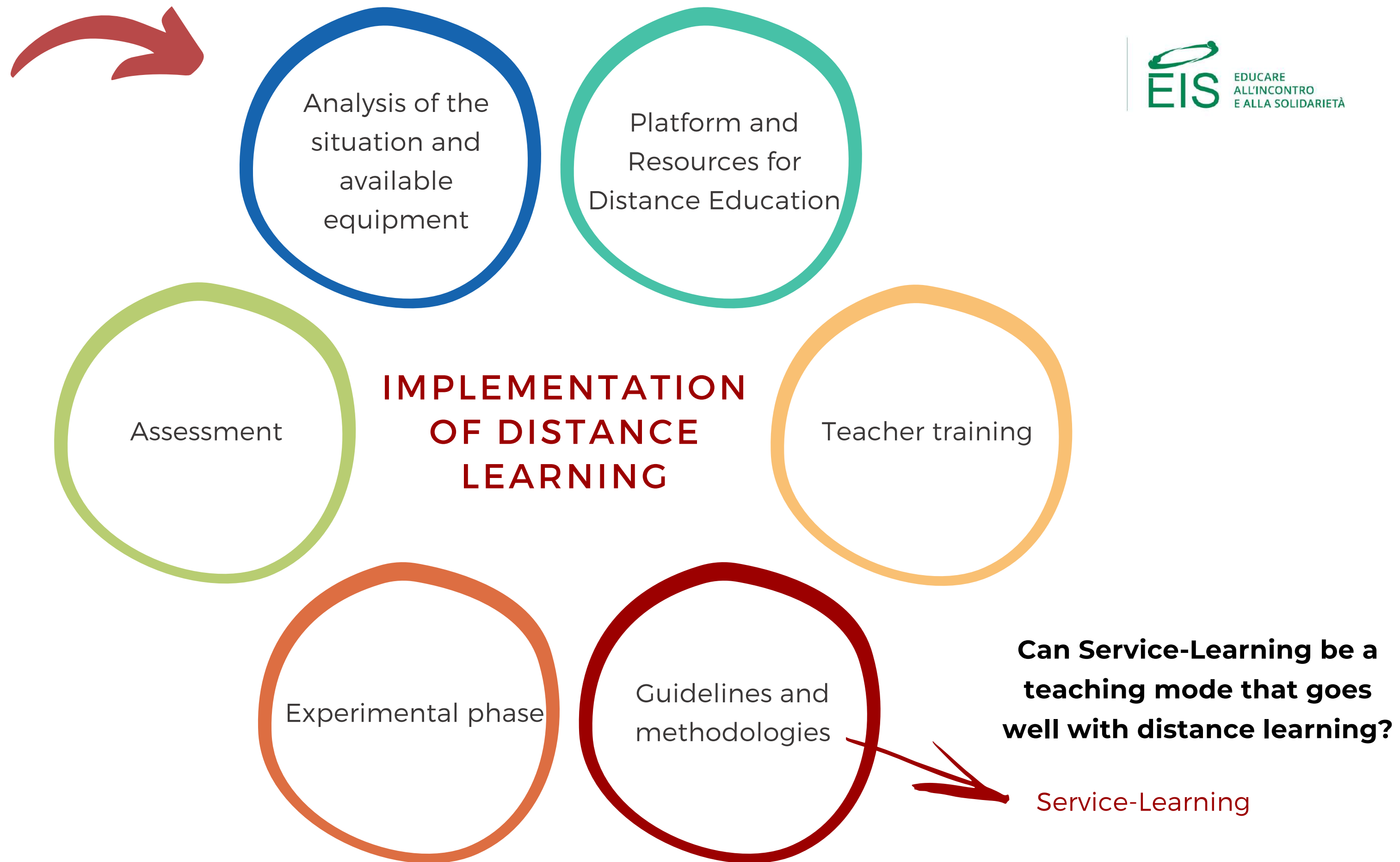
end of the S-L course

Service-Learning

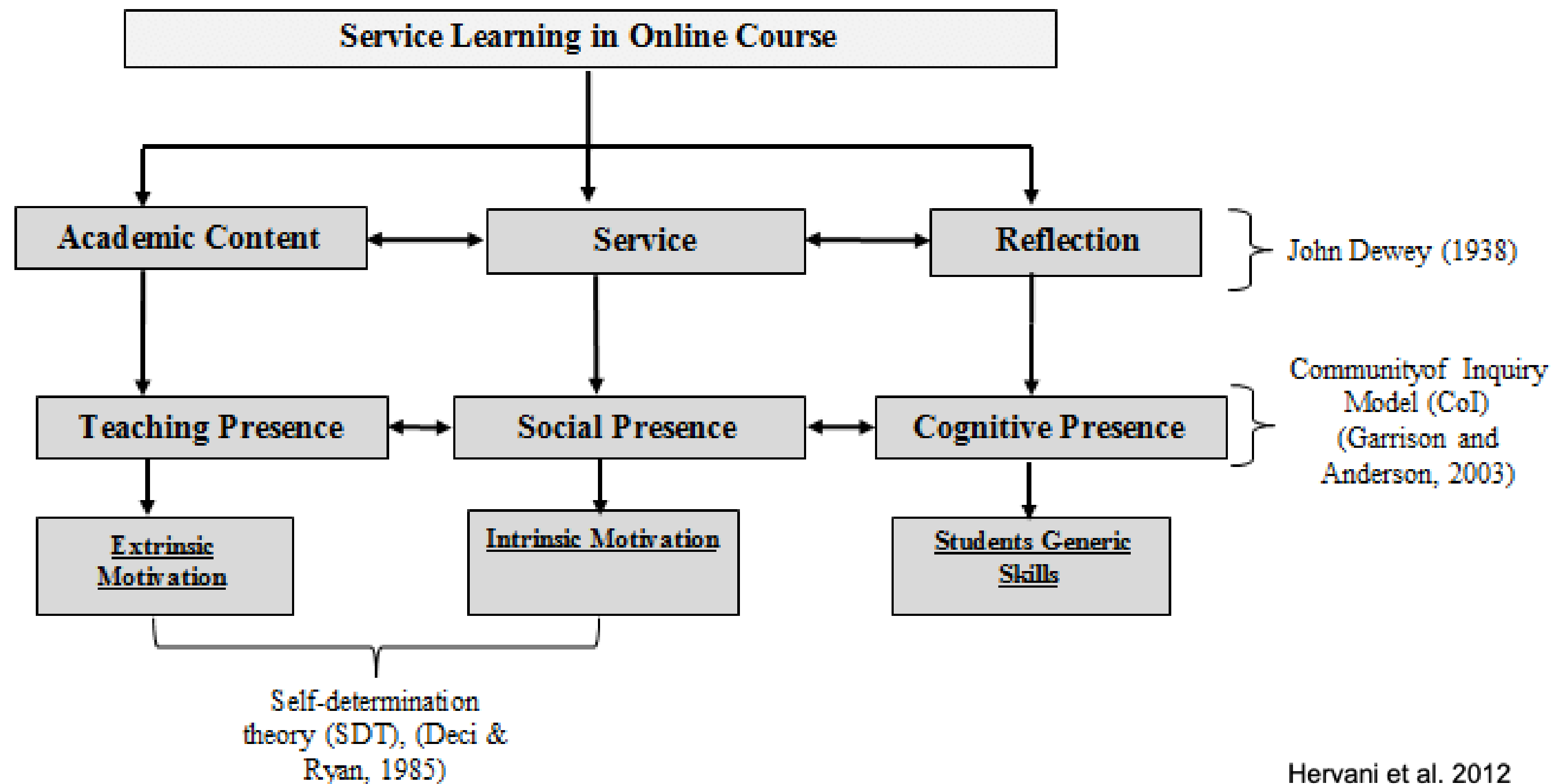


E-Service-Learning

SCENARIO



SERVICE-LEARNING ONLINE

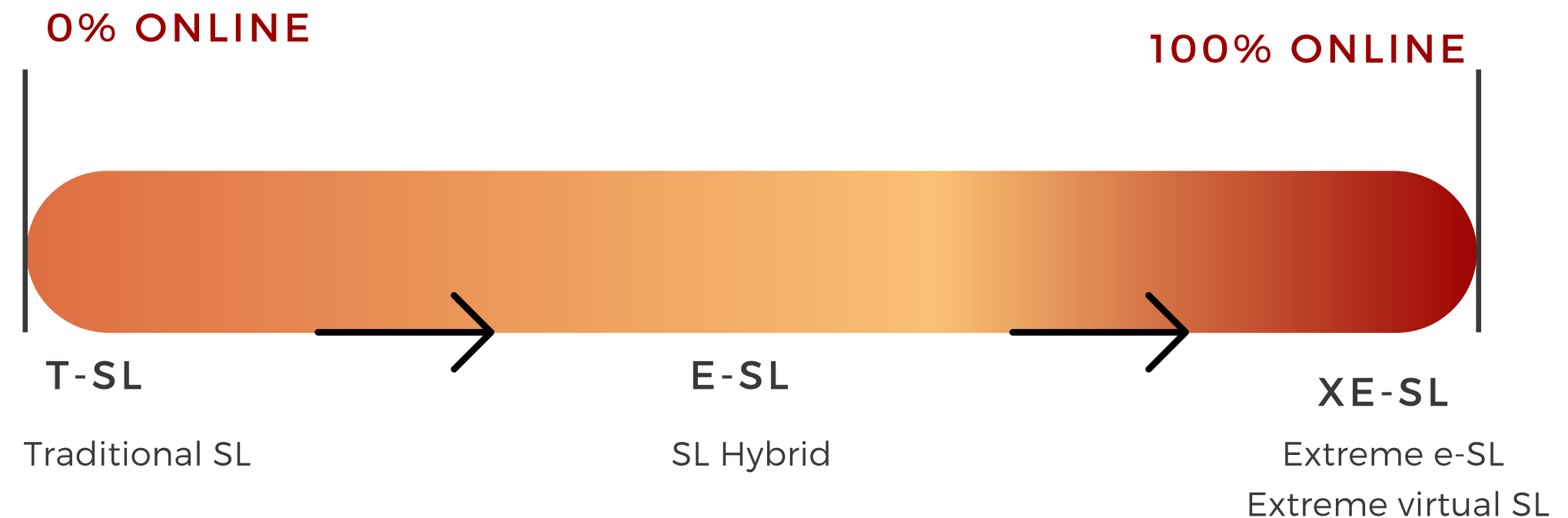


Hervani et al. 2012

VIRTUAL SERVICE-LEARNING / E-SERVICE-LEARNING

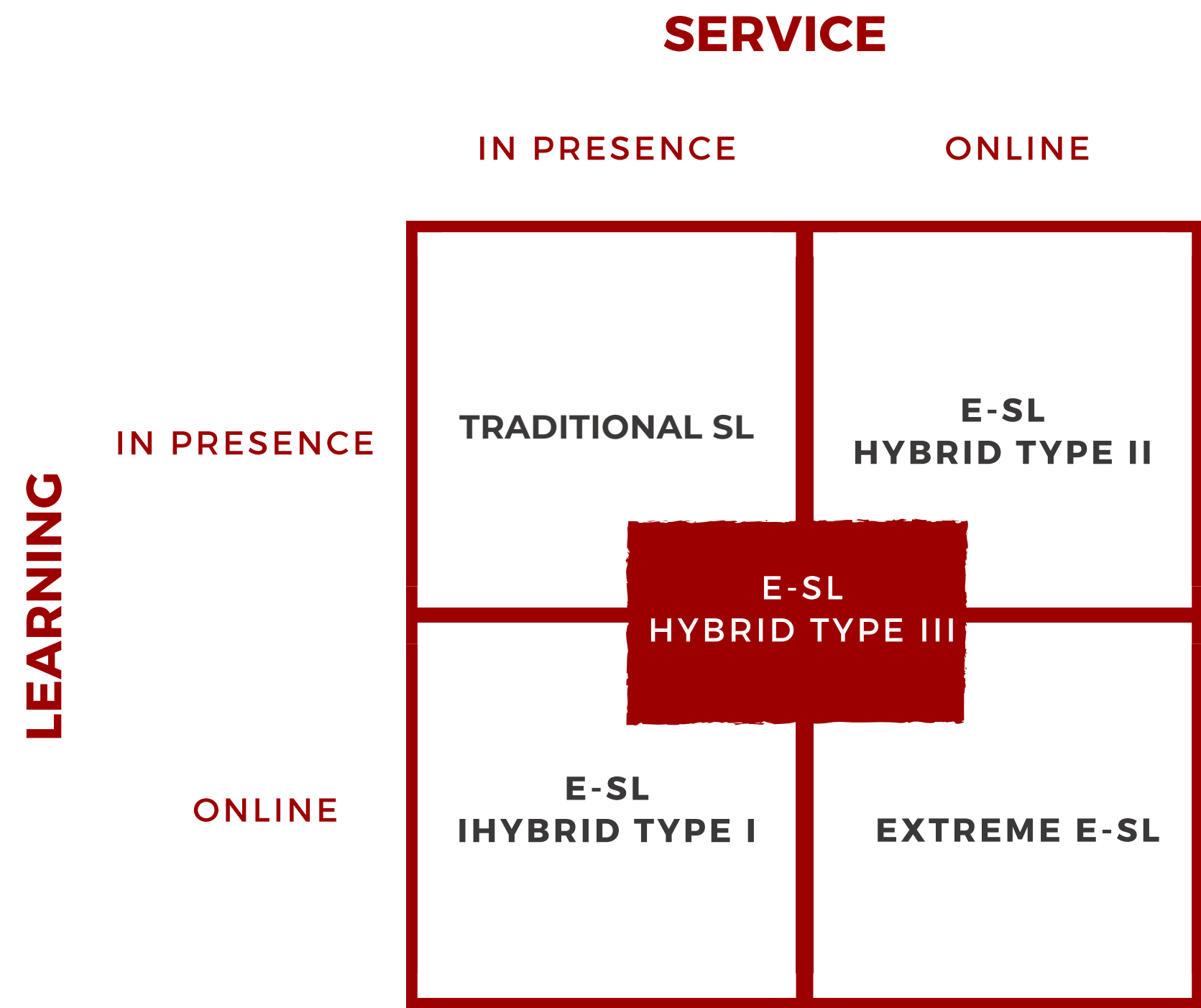


E-Service-Learning (electronic Service-Learning – E-SL) or Virtual Service-Learning (vSL) is a Service-Learning mediated by ICTs (Information and Communication Technologies) wherein the instructional component, the service component, or both occurs online, often in a hybrid model. (Waldner, McGorry, Murray, Widener, 2012).



Leora S. Waldner, Sue Y. McGorry, and Murray C. Widener, 2012

HYBRID ZONES E-SERVICE-LEARNING



Leora S. Waldner, Sue Y. McGorry, and Murray C. Widener, 2012

SOME E-SERVICE-LEARNING EXPERIENCES AT LUMSA UNIVERSITY

FENIX PROJECT

For 24 adolescents, between 14 and 18 years old, who are subject to personal restrictions on their freedom (although outside prisons). The Project aims to generate a dual path: social reintegration and professional reintegration.

LUMSA University: social reintegration

Psychology students are tutoring adolescents. They build a relationship based on listening and support.

ELIS Centre: professional reintegration

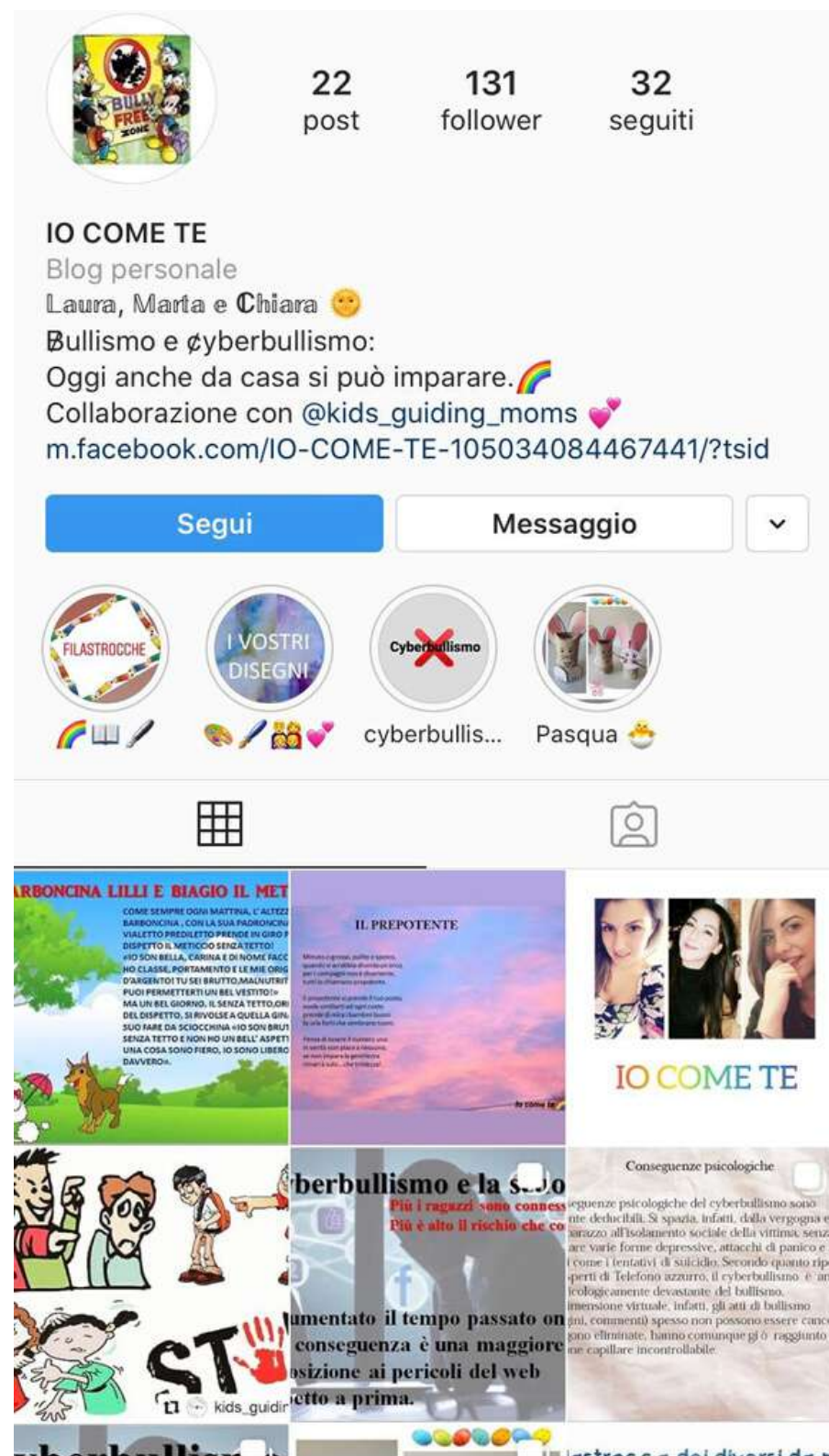
Training courses for the development of technical skills in creativity and web marketing.

DIRECT SERVICE-LEARNING

INDIRECT SERVICE-LEARNING

ADVOCACY SERVICE-LEARNING

RESEARCH BASED SERVICE-LEARNING



I'M LIKE YOU PROJECT (IO COME TE)

A group of 3 Psychology students, after having investigated the topic of cyberbullying (Scholas Occurrentes database analysis), opened an Instagram page - "Io come te" - to raise awareness on this subject.

The target of the page are children: from kindergarten to primary school. The students have created a small active community thanks to the collaboration with an association of mothers from northern Italy: "Kids Guiding Moms". They involved children through stories, drawings and direct experiences and contests.

DIRECT SERVICE-LEARNING

INDIRECT SERVICE-LEARNING

ADVOCACY SERVICE-LEARNING

RESEARCH BASED SERVICE-LEARNING



SLEEP AND COVID: LET'S GET OUR DREAMS BACK

During the lockdown, a group of psychology students decided to create a survey to evaluate the psychological consequences of Covid-19.

Analyzing the data they found that the majority of the people had sleep disorders.

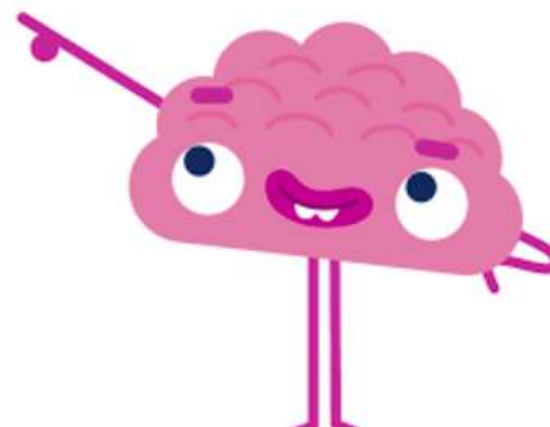
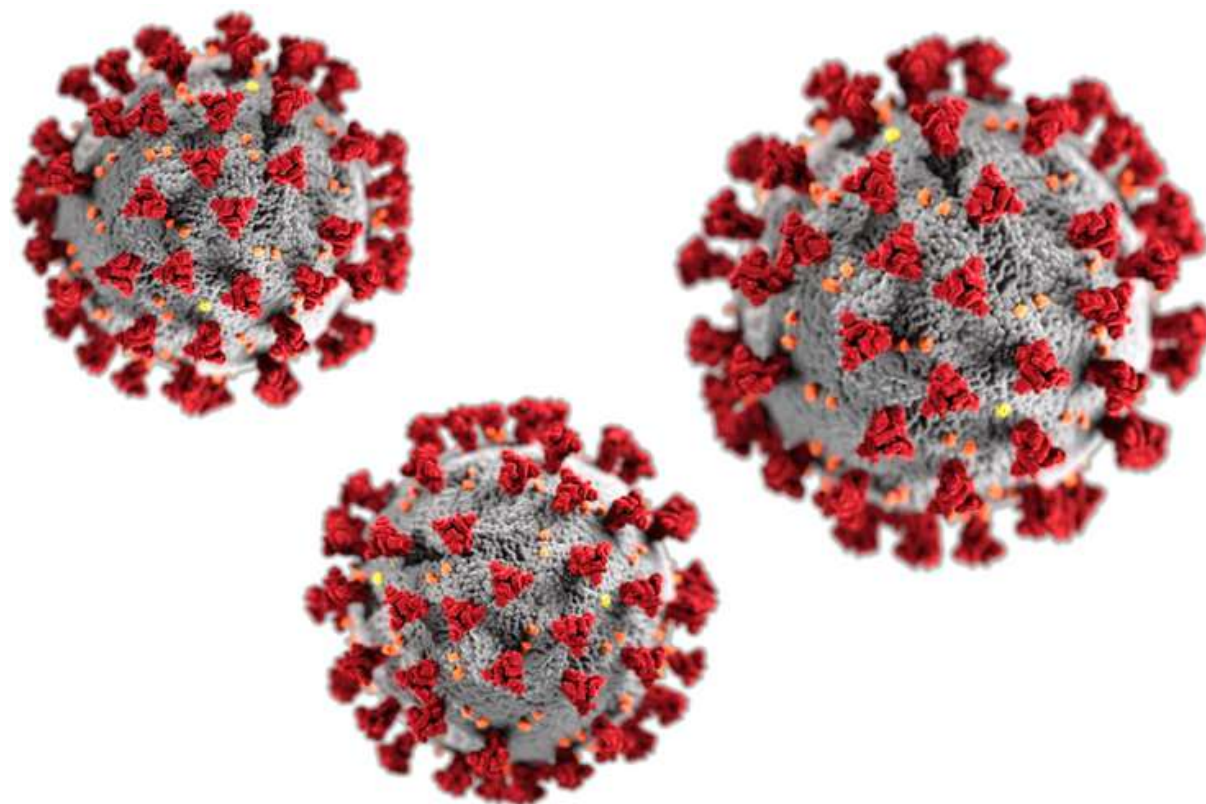
They started a collaboration with ASSIREM – a non-profit scientific association that promotes sleep education – making short videos to help people manage their sleep. They also involved BIOPILLS – a blog dedicated to scientific research topics – to spread information about sleeping.

Learning Objectives

- Putting psychometric knowledge into practice;
- Learning how to interact with institutions.

Service Objectives

- Evaluate the psychological consequences of Covid-19;
- Raise awareness of sleep disorders resulting from Covid-19;
- Spread solutions to this problem.



RESEARCH BASED SERVICE-LEARNING

SUNDAY TOGETHER PROJECT

The project was designed by a LUMSA Economics and Marketing student who wanted to help a small caffè inside Villa Borghese Park (Rome) to restructure its offer by creating eco-sustainable pic-nic boxes.

Sunday Together was also born in order to valorize the Villa Borghese Park, as a meeting place for young people and a place to take care of its green spaces.

The project includes people of GREEN ATLAS – a Roman association (under 25) – to support with the park requalification.

The service, interrupted during the health emergency, is now being reactivated according to the laws of social distancing (Instagram posts).

DIRECT SERVICE-LEARNING

INDIRECT SERVICE-LEARNING

ADVOCACY SERVICE-LEARNING

RESEARCH BASED SERVICE-LEARNING



SUNDAY TOGETHER

DAYTOGETHER



E-SERVICE-LEARNING

BEST PRACTICES FOR E-SL COURSES

(Waldner, McGorry, & Widener, 2012).

Technology

- Training for students, community partner, instructor
- Bridge synchronous and asynchronous methods
- Trial runs prior to live sessions
- Assess community partner and student technical capacity

Communication

- Clear expectations in memorandums of understanding
- Community partner access to course shell
- Use of groups; group space on course management system
- Community partner "reveal"

Course Design

- Service related to learning objectives
- Appropriate typology
- Reflection
- Community partner and student feedback

THANKS!

