

What does it mean to be (come) an Engaged University?  
 Third European Conference on Service-learning in Higher Education  
 Multiplier event of Erasmus+ project SLIHE  
 Bratislava, Slovakia, 2020  
 ABSTRACTS

Gabriella Civico (Belgium)	Cross Border Service Learning	<p>The European Union is preparing an updated version of the 2008 Council Recommendation on the Mobility of Young Volunteers across the European Union. The updated version will not be limited to mobility of volunteers but will, instead, consider the mobility of young people in solidarity-related actions. Considering that service learning includes understanding of solidarity as a central component and connects young people to situations with solidarity as a central factor, it is the belief of the presenter that cross-border service learning should be reflected in this new version of the recommendation. Furthermore, that guidance should be provided concerning the indicators of good quality cross-border service learning. The indicators are important in order to be able to measure how the experience contributes to the implementation of the European Youth Strategy in all the three aspects of engaging, connecting and empowering young people. The presentation will explore what these indicators could be and how they connect with the eleven European Youth Goals. The presentation will also consider how cross border service learning i.e students undertaking a service learning course/ module in a country other than their own, or away from their main country of study, contributes to increased educational value for the student than they would obtain without any mobility and increased Solidarity and Volunteering in Europe.</p>
Fiora Biagi (Italy), Lavinia Bracci (Italy)	<p>„The EUFICCS (European Use of Full-Immersion, Culture, Content and Service) Curriculum: Reflective Writing Syllabus for the acquisition of Competences for Democratic Culture (RFCDC) in International Service-Learning Programmes“</p>	<p>In the European academic panorama, the service-learning pedagogy, after being neglected for many years, is now being fully acknowledge as a privileged tool for the development of engaged universities that provide students with the necessary set of competences to become engaged citizens of the 21st century. This contribution aims at presenting the EUFICCS syllabus of the Reflective Writing course elaborated according to the guidelines of the Council's of Europe Reference Framework of Competences for Democratic Culture (RFCDC). The EUFICCS methodology is used with grad and undergrad college students engaged in study abroad. In a way the EUFICCS methodology anticipated some of the goals of the Framework, such as valuing human dignity and rights, respect for otherness, skills of listening and observing, etc. In fact, integrating service as a basic component implies direct contact with diverse social groups thus allowing an intercultural experience of the local community. Reflection also plays a key role: it enhances a conscious personal growth towards the attitudes of openness, respect, civic-mindedness, self-efficacy, tolerance for ambiguity, among others. This contribution intends to present the Reflective Writing syllabus structure, explicitly highlighting the role of service-learning going through specific prompts and questions built for each value, attitude, skill and knowledge of the Council of Europe's „butterfly“. The syllabus is designed in the following way: it starts presenting one by one all the butterfly competences; it develops appropriate questions and prompts for each one of them, that can be applied to several contexts; it presents locally guided and connotated input to reflection, also providing readings and other resources about the host community.</p>

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<p>Wim Gabriels (Belgium)</p>	<p>Community Engagement for International Students</p>	<p>With ever-growing globalisation across all sectors and the need for intercultural competences in local society, it is important that Higher Education Institutions use their Internationalisation strategy to internationalise their institutions and communities at large. Next to the challenge of ensuring Social Impact, there is the challenge of integration of international students into local communities, as many institutions encounter international students living in their international communities. Including international students into outreach projects of the institutions will allow international students to engage and feel integrated in local communities. More creative educational methodologies in Higher Education, such as Community Engagement and Service Learning embedded in the institution, are needed to answer to societal challenges and turn theory into practice, learn the value of active citizenship. This session will build bridges between the concepts of Service Learning and Internationalisation of the institution by discussing the involvement of International students in volunteer activities and the type of recognition that is put in place. The SocialErasmus+ programme of Erasmus Student Network encourages exchange students to take part in volunteering activities in their host community, engaging them in intercultural dialogue with locals and how to recognise competencies gained through increased interaction with local communities. In the past two years ESN was running a specific project called SocialErasmus+ The main aims of the project are: - Better integrate the international student in the local society by organising volunteer opportunities to ensure an exchange of values takes place between the International students and the local community. - Developing and professionalise the implementation process of the activities by involving more stakeholders such as Higher Education Institutions and local schools in the process. - Increasing the learning experience of students by engaging with Higher Education Institutions and Non-Formal Education experts to build in elements of Community Service Learning in the curricula and increase the recognition students receive for their volunteering activity. The SocialErasmus+ project has a focus on Erasmus in Schools activities, to ensure also local youth experience internationalisation and intercultural communication in classrooms from a younger age. The implementation of the SocialErasmus+ project is coordinated by ESN and implemented with the support of the European University Foundation, Youth for Exchange and Understanding, Erasmus Student Network Besancon, Vrije Universiteit Brussel, University of Vienna and the University of Vigo. The different partners tried out different models in how this could be better implemented within higher education, which lead to the SocialErasmus+ Educational Framework publication, highlighting the reasons behind social responsibility and internationalisation in a literary review, a research on the Competences gained by students during volunteer activities and guidelines on how the evaluation, validation and recognition can take place, as well as three case studies. The implementation phase took place during the academic year of 2018-2019. During this period more than 1292 SocialErasmus activities were organised by ESN and its partner organisations, where international exchange students had a chance to contribute to their host communities by volunteering through food drives and donations, fundraisers, cleaning actions, kindergarten and school visits, educational workshops, conferences, and many more events that promote active citizenship and social engagement. More than 18.574 international students joined as volunteers and engaged with more than 64.934 members of their local communities. All of this was coordinated by a team of 2.526 local youth leaders of the Erasmus Student Network. A total of 86.034 people engaged in intercultural dialogue across in 271 different cities across 31 countries in Europe.</p>
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<p>Anne Warren-Perkinson (Ireland)</p>	<p>Something Old, Something New and Something Borrowed; A Marriage of Content and Structure in Models of Implementation for Community Engaged Learning</p>	<p>Higher education institutes are increasingly encouraged to foster larger civic and civil roles, firmly embedding engagement with the wider community into the core of their organisational activities. The need for institutions to be more relevant and responsive to community partners and enhance diversity, inclusivity and distinctiveness is now more widely accepted than ever before. Yet despite this, the promotion of socially engaged learning as a norm throughout higher education institutions remains a significant and arguably very serious challenge. Often there is very little attention given to the overall implementation beyond developing and delivering more appropriate modules and more programmes for community engaged learning, but is that the only approach to achieving an engaged university? While innovative curriculum design situated within communities, creates an environment for transformational student learning that can stimulate and flow through to change in community partners perspectives and behaviours, the same cannot be said for internal changes in higher education institutions. To date responding to calls for a larger civic role has focused primarily upon providing content in more flexible and responsive ways, with scant regard to changes in the institutional structure, however, both will be required to generate a change in an organisations perceived role in wider society. This continued imbalance in the approach to implementation significantly limits the success of efforts to increase the number of experiential community initiatives, ensure on-going sustainability and ultimately the realisation of the third mission of universities. To embed community engaged learning it will be necessary to 'marry' content and structure, enabling transformation of the institution with new perspectives and practices becoming the accepted norm. This has proven a lot more difficult than might be expected, especially given the expectations and strategic priority placed upon developing a larger civic and civil role in recent years. New and innovative modes of implementation have been a priority of the University of Limerick (UL) Executive and using the UL International Practica as the basis, or 'something old', the feasibility of three vastly different approaches within three years was explored. Particular attention was given to incorporating digital capabilities and the interdependencies with other functions within the institution, this generated a possibility of integrating or 'borrowing' of ideas. The results of this work, although not originally anticipated, can now be conceptualised as contrasting models that could be used to inform future implementations. A unique insight into the challenges and complex nature of the relationship between content and structure, as UL continues to grapple with 'something new', will be presented alongside the three distinct models of implementation in community engaged learning that have created the Limerick Inside Out UL Practica.</p>
<p>Ana Cayuela, Marta Alonso, Carlos Ballesteros, Pilar Aramburuzabala</p>	<p>Mapping Service-Learning in European Higher Education</p>	<p>The European Observatory of Service-Learning in Higher Education (EOSLHE) has three main objectives: 1) to contribute to the promotion and institutionalization of S-L in Europe, and 2) to collect quality evidence-based practices to systematize the information and 3) develop a well-structured and updated repository of S-L experiences across Europe. In order to achieve the second objective, EOSLHE designed a basic and descriptive questionnaire with close-ended items for mapping Service-Learning experiences in Europe. The study has an exploratory design based on a convenience sampling technique. Data collection started in July 2019 and is on-going. Up to date, participants recruited belong to institutions from 16 European countries. The sample includes public &amp; private institutions of higher education. The questionnaire collects information about discipline areas, number of participant students, and the configuration of the S-L experience (type of interaction between students and community members, academic level of the participant student, voluntary versus mandatory, on-site versus online or mixed instruction, link to the curriculum, and link of the service to the Global Development Goals. At the Conference we will present preliminary results of the study and interpret them in the light of theoretical considerations.</p>

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<p>Katharina Resch (Austria), Gabriel Dima (Romania)</p>	<p>ENGAGE STUDENTS - Promoting Social Responsibility of Students by Embedding Service Learning into Education Curricula</p>	<p>The ENGAGE STUDENTS project focuses on social responsibility of higher education institutions at student and teacher level. Strengthening the social dimension in education has been an important European priority, that has been accentuated even further by the Commission in the renewed EU agenda for Higher Education. Innovative curricula and teaching approaches are seen to contribute to reducing the current high-level skills gap between students and labour market needs. Especially the integration of extra-curricular experience into study programmes is identified as solution for enhancing students' transversal skills, better preparing them for finding a job. The project general objective is to empower the social dimension of higher education by increasing its relevance for society through embedding service-learning as a common pedagogical approach within education and research practice. The project specific objectives are as follows: - to explore the existing methodology of service-learning and other forms of community-related learning and research - to develop a methodological toolkit and a pedagogical workbook to be used by teachers; - to build the critical mass of knowledge and resources in partner HEIs in order to foster the use of service learning and other community-related learning methodologies. For this reason, we investigated the perspectives of higher education teachers on service learning – perceived benefits, motivation to implement the approach in their classes – since there is extensive research about students' perspectives, but those of teachers are described as "relatively invisible in the discourse of service-learning". The paper presents the results of an empirical study undertaken within the ENGAGE STUDENTS project, which is the research context of the study. The qualitative study across seven countries with n=35 teachers aimed at identifying the motives and reasons for applying service learning using semi-structured interviews (King, Horrocks &amp; Brooks 2019). The study focused on these research questions: - For which reasons do teachers in higher education implement service learning? How are they prepared for implementing service learning activities? - Which strategies do teachers apply to approach local community stakeholders in order to promote their involvement in service learning? Our preliminary findings (analysis ongoing) suggest that teachers are more likely to apply service learning if they have personal experience with working with vulnerable groups or if they believe in the benefits of a practical teaching approach compared to teaching theory. Our study underlines the value of preparing students for dealing with diverse population groups and community needs by allowing them to experience the real-world. Moreover, the study shows the need for the development of specific trainings for teachers, which will be the next step in the mentioned ENGAGE STUDENTS project</p>
<p>Joana Padrão (Portugal), Anabela Moura (Portugal), Nives Mikelic Preradovic (Croatia)</p>	<p>Rural 3.0: SL projects results from Portugal and Croatia</p>	<p>We will present our first Service-Learning experiences from Portugal and Croatia, as part of the international project Rural 3.0: Service-Learning for Rural Development (<a href="https://rural.ffzg.unizg.hr/">https://rural.ffzg.unizg.hr/</a>). This is a three-year project, that was co-funded under the European Union's ERASMUS+ Knowledge Alliances Scheme and intends to bring Higher Education Institutions (HEIs) and rural partners together to work on a common issue - development of the necessary knowledge and skills needed to make changes in rural communities. RURAL 3.0 project sets eight Working Packages evolving from and reflecting results from a previous project entitled "Europe Engage". We will discuss about the results of the SL projects, students' impact, community impact and implementation issues.</p>

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Luz Avruj (Argentina)	Networking in service-learning: weaving networks in the community and among colleagues	„The territory is not only the result of overlapping of natural systems and a set of systems of things created by man. The territory has to be understood as the used territory, not the territory itself. The territory used is the ground plus the identity. Identity is the fact and the feeling of belonging to what belongs to us. The territory is the basis of place of work, of residence, of material and spiritual exchanges of life that happen in it“. Networking is a central part of service-learning. Responding to the call of „networking with different stakeholders in the field of higher education“ made in this call for proposals, we intend to to live the spirit of networks ourselves, reflect on the experience and discuss it with the aid of specific materials to improve our understanding of networking both in the development of SL projects – with community partners, students, authorities of educational institutions, local organizations, governments, etc., in line with Santos’ explanation – as well as bonding among SL practitioners and researchers in order to strengthen networks to promote SL and impact more and better. These two levels of networking will be present throughout the workshop. As José Antonio Marina says, „the social capital of a community is understood as the set of shared values, the way of solving conflicts, of interacting, of living together, the level of citizen participation in organizations, the way of caring for common goods“. Through this workshop we expect to promote inclusiveness and have participants go through a process of reflection to improve citizenship by means of service-learning. We will do this through a series of games and experiential activities, facilitating the creation and strengthening of bonds among participants. Outputs of SLIHE project will be also during the project presented.
Alina Simona Rusu (Romania), Carmen Costea-Barlutiu (Romania)	Ideas of critical reflection practices in Service-Learning: Facilitation of civic engagement of students	The aim of this workshop is to introduce in an interactive manner several models of critical reflection describing the steps of the process that can be followed in order to achieve an effective reflection process, with meaningful outcomes, as well as the levels at which reflection takes place in Service-Learning. The participants will be presented with the most widely used and implemented models of critical reflection in psychology and social sciences, with applied values in the area of Service-Learning i.e. the DEAL Model (Ash and Clayton, 2009). The DEAL 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. Several exercises will be performed in working groups and by using symbolic and verbal techniques methods from psychotherapy (e.g. metaphoric play cards), in order to allow the participants to understand the applied values of DEAL model in teaching and implementation of SL, and access their personal meanings and involvement in relation to the process of critical reflection. At the end of the workshop, participants will be able to formulate questions allowing them to use critical reflection at all the levels of SL (intrapersonal and interpersonal ones), in order to facilitate interpersonal communication, self-assessment and the construction of civic responsibility. Outputs of SLIHE project will be also during the project presented.

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<p>Thomas Sporer (Germany),          Tanja Kohn (Germany),          Susanne Freund          (Germany), Judith Prantl          (Germany)</p>	<p>On the way to be(come) an Engaged University: A Case Study from Third Mission Strategy to implementation with formative evaluation</p>	<p>Goals of Symposium - The symposium presents a case study from Germany which embraces the process of becoming an Engaged University. Introducing the Third Mission Strategy of KU (T. Sporer) Under the presidency of professor Gabriele Gien, the Catholic University of Eichstätt-Ingolstadt (KU) set out to become an Engaged University as laid out in her inaugural speech. Service-Learning (SL) has a crucial role in our Third Mission Strategy which embraces Research, Teaching and Service to Society. We consider SL to be a powerful lever of our transfer activities between our university and broader society. In 2015, the KU was supported by the "Stifterverband der Deutschen Wissenschaft" in the funding programme "Campus &amp; Community" for the development of its Third Mission Strategy. In 2018, it was granted substantial funding for the implementation of the strategy in the programme "Innovative Universities" by the "German Ministry of Research and Education". Sketching the Implementation of the Strategy (T. Kohn) - According to the strategic goals, new infrastructures were implemented. They consist of two main infrastructures. On the one hand, the founding of the Center for Educational Innovation and Knowledge Transfer which coordinates and promotes the development towards an Engaged University. On the other hand, the implementation of a special programme named "Studium Pro" for students of all faculties that draws on a SL philosophy. Besides, most of our SL activities are part of formal courses as well as credit bearing. We also have awards for engaged students and some of our courses even provide students with scholarships for international SL possibilities. Evaluation of the way to become an Engaged University (S. Freund/ J. Prantl) Accompanying this structural development and implementation of transfer activities, we carry out a formative evaluation of their goals. Part of this evaluation is a survey of the university members about their attitudes regarding the promotion of Third mission and strengthening activities in this area. Hereby, we aim to answer the following questions: How do the universities members perceive the initiatives of an "engaged university"? Which psychological factors contribute to the intention of staff and students to participate in SL activities and to increase their civic engagement? Discussion - The Symposium closes with an open discussion on all topics of interest of the participants. Outputs of SLIHE project will be also during the project presented.</p>
<p>Andrew Furco (United states)</p>	<p>Setting a Global Research Agenda for Service-Learning and Community Engagement</p>	<p>During this interactive session, participants will contribute to the development of a global research agenda for service-learning and community engagement. In 2020, our field will celebrate the twentieth anniversary of the annual international research conference on service-learning and community engagement, now sponsored by the International Association for Research on Service-Learning and Community Engagement (IARSLCE). In preparation for this milestone event, IARSLCE is hosting a series of Research Agenda Setting Forums in different regions of the globe to develop a comprehensive, global research agenda for the study and practice of service-learning and community engagement. The research agenda will focus on identifying the key research questions, areas of research focus, needed methodological considerations, and other research-related issues that will guide the field's research activities over the next five to ten years. The research agenda will build on the current body of research, identify gaps in that research, and consider the research needs of contemporary and emerging conceptualizations of service-learning and community engagement across the educational spectrum (primary, secondary, and higher education) and across national and cultural contexts. During this session, participants will engage in identifying key questions and issues that should be included in this global research agenda. The questions and issues identified during this session will be included in the global research agenda, to be presented at IARSLCE's 20th anniversary international research conference in November 2020.</p>

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<p>Sorana Pogacean (Romania)</p>	<p>Service Learning for and with Elementary and Secondary Schools– Beyond the obvious</p>	<p>Having Higher Education students engaged in service-learning projects has lots of benefits for the student. It's a way to gain a variety of useful skills and to understand the community in which they plan to enter the work force. But the idea of "reprocity and mutual benefit is fundamental to the idea of true service-learning " therefore it is important to create a learning space in which the community has also the opportunity to grow. Elementary and Secondary Schools always seem like an easy answer for these service-learning projects: dental students offer services for low income students, those who plan to become teachers assist classes with kids that have special needs etc. Usualy it's easier to propose these type of projects because the schools are asking upfront for these services and the students respond accordingly. We would like to explore a few more questions that we think would enhance both the student's experience, create options for students that don't find a direct connection between their speciality and the school needs and also to help the schools explore more in depth what other "not so obvious" needs they have and engage higher-education in solving them. We will propose a two instruments at this workshop:</p> <ol style="list-style-type: none"> <li>1. To help the service-learning coordinator approach an Elementary or Secondary School and explore needs beyond the obvious</li> <li>2. To help the student see these schools as a community the can serve with a direct impact on their learning</li> </ol>
<p>Swenja Mareike Zarembo (Germany), Stefanos Vallianatos (Greece)</p>	<p>"Academia meets Civil Society" - Connection of HEI and civil society through Service Learning</p>	<p>The pilot service learning format "Academia meets Civil Society" is being developed and will be established in 2020 at ZAK I Centre for Cultural and General Studies at the Karlsruhe Institute of Technology (KIT) within the European alliance „EPICUR – European Partnership for an Innovative Campus Unifying Regions". Research internships at academic and civil society partner organizations are offered as part of the Service Learning Module, which has already been successfully established at the ZAK with "Do it!", 'Active in "foreign' worlds" and "Balu und Du". Students have the opportunity to combine knowledge acquisition and social commitment: they contribute to existing projects in civil society organisations across Europe. The seminar seeks to raise critical awareness and to create new approaches regarding the relationship between civil society, academia and the state arena in a globalised world. Topics are voluntary work in relation to society as a whole, the shift of state's responsibilities towards civil society, civil society actors as part of the public sphere, dynamism, agility and innovative strength, global networks and grassroots organisations. The regular seminar dates serve to deepen the content and reflect on the knowledge acquired and one's own experience. The seminar concludes with a joint colloquium in which the (own) work in the small projects is to be presented. The ZAK is active in this format in two ways: on the one hand, we offer this service learning seminar to students of the universities gathered in EPICUR as part of public engagement in the spirit of engaging global citizens. On the other hand, ZAK, as coordinator of the German network of the Anna Lindh Foundation, plays an important role at the meso level in the mediation between university and the 42 international civil society networks. ZAK combines research in the field of International Cultural Studies and Globalisation with applied projects and teaching in collaboration with and for society in the sense of Public Engagement in Responsible Research. We strongly believe that it becomes more and more important for universities and HEI to be present in society. One reason is, that it is key to be in constant contact and dialogue with society in order to contribute evidence-based knowledge to the public sphere, to the shaping of public opinion. The other reason is that we believe that it is of crucial importance for today's students to be equipped with knowledge and competences that allow them to act as responsible global citizens. Therefore, encounters between all societal forces are needed, and this format can be one modality in realising these encounters. Beyond training skills like foreign languages and the capacity to work in a team it helps to sharpen awareness for societal responsibility, empathy and broadening the knowledge of other cultures.</p>

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<p>Karsten Altenschmidt (Germany), Jörg Miller (Germany)</p>	<p>Utilizing Design Thinking for interdisciplinary Service Learning Programs – Conceptualization and Findings</p>	<p>Our interactive workshop intends to introduce Design Thinking hands-on, and to showcase its use for Service-Learning. We do so against the background of our long-standing experience with this framework in the university-wide, interdisciplinary Service Learning curriculum of University Duisburg-Essen, Germany. Design Thinking (originally put forward by David Kelly, hands-on introduction: Lewrick et al 2018) has become a popular and widespread framework to develop innovative ideas. Though originated in IT and business-contexts, Design Thinking offers guidelines, methods, and insights which can enhance Social Innovation as well as HEI teaching. At its core, Design Thinking emphasizes a systematic, iterative approach, the importance of interdisciplinary teams and a strong user-centricity as core elements; it suggests to develop ideas for and along specific users and their needs and requirements. In two Service-Learning formats, the five-day CONNECT-programme and the semester-long CREATIVE LAB RUHR, we have been utilizing Design Thinking for product and service improvements for several non-profit organizations, developed by interdisciplinary student teams, fully accredited, and as part of the curriculum. As a participant, you will actively experience Design Thinking, before we enter into an interactive presentation and discussion about the didactical arrangements and findings of the CREATIVE LAB RUHR and CONNECT. This workshop may be interesting for you, if you: 1. want to get to know Design Thinking, 2. Are looking for ideas on the design of interdisciplinary Service Learning courses, 3. Are looking for a hands-on designing exercise.</p>
<p>Candelaria Ferrara</p>	<p>Transitions towards service-learning: different paths to develop a project.</p>	<p>When we speak of service-learning projects, we are referring to those in which the pedagogical intention and the solidarity intention are simultaneously present. A good service-learning project allows, on the one hand, to improve the quality of learning, and on the other hand, to open spaces for youth protagonism and citizen participation, and to offer contributions to the improvement of the quality of life of a community, to strengthen social networks, and to generate synergy between educational institutions, civil society organizations, and governmental agencies at the service of the common good<sup>1</sup>. Although the concept appears to be clear, in practice there are many gray areas, and it is not always easy to differentiate service-learning practices from other community intervention experiences developed in educational or social settings. In order to go deeper into service-learning, it is necessary to consider the quality of the learning and of the service as well as the differences and points of contact with other educational and solidarity practices that may be developed within educational or civil society institutions. This allows for the possibility of identifying proposals that could be more linked to the service, or to the learning and then suggesting the necessary adjustments to transitioning towards service-learning. Among the various tools available in the literature, the quadrants of service-learning originally developed at Stanford University and adapted by Nieves Tapia may be useful to analyze experiences (Tapia, 2006:26; CLAYSS, 20132). The quadrants are divided by two axes: the vertical axis refers to lower or higher quality of service understood as the potential to effectively address a problem or social demand, and effective community satisfaction regarding the results obtained while the horizontal axis indicates the greater extent to which academic learning is integrated to the service. Even if the quadrant boundaries may leave room for several gray areas, the general representation can be used to guide transition processes toward systematic service-learning from different starting points. Experience shows that successful experiences have emerged through processes of moving from the tradition and culture of the educational institution or social organization itself by "transitioning" along the axis of the service or learning towards service-learning. Transition pathways to service-learning are basically knowing where we are standing and about integrating service into academic learning or incorporating curricular content, research and reflection into service initiatives underway. As pictured by Andrew Furco's metaphor, if the academic experience were thought of as a blue sphere and social needs as a red sphere, far from mere contact, service-learning calls for an actual purple sphere, so that schools and community are inextricably part of one another (Furco, 2005:203). In this workshop, we will try and find the purple sphere, by using the quadrants tool we will identify where we are standing and we will look for ways by which we could incorporate service into academic learning or integrate skills and competencies, curricular content, reflection and research into service initiatives so that schools and community are nextricably part of one another. Outputs of SLIHE project will be also during the project presented.</p>

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<p>Tatiana Matulayová,        Zlatica Dorková, Lenka        Tkadlčíková</p>	<p>Benefits and forms of building cooperation between Palacký University Olomouc and partner organizations.</p>	<p>This workshop introduces participants to the opportunities of Service-Learning implementation into the current system of higher education with the main focus on Palacký University and its so-far achieved experience. The workshop proceeds in three steps in which the presenters will address the benefits of partnership between University and organization with established form of cooperation in terms of providing students the opportunity to help and grow; to learn and assist; to apply theory into practice. As colleges and universities increasingly promote Service-Learning and volunteering as tools for citizenship development, it is crucial to determine the benefits coming from such experience. The benefits coming from Service-Learning implementation are very tangible and all parties involved: students as well as teachers and organizations can draw from this among others e.g. long-term cooperation, trust, commitment to serving community, good preparation for work, sharing etc. The main goal and another important aspect to which presenters will pay attention is to illustrate with the help of good practices how the implementation of Service-Learning affects cognitive development of University undergraduates. The workshop will answer the question how it is possible to promote our understanding of how learning can be enhanced by service. This is primarily associated with the third mission of Universities which corresponds with the urgent call for having well-informed, critically thinking and civically engaged graduates. The participants of the workshop will get information about tips and recommendations for implementation of Service-Learning that will be based on real experience and feedback coming from students, teachers as well as organization partners. It will include the information about the organization of SL strategy and its implementation; which steps and mistakes to avoid, how to communicate with students and organization partners, how to strengthen cooperation, how to support students and which soft skills to apply. Outputs of SLIHE project will be also during the project presented.</p>
<p>Agnieszka Nance (USA),        Ana Lopez (USA)</p>	<p>Transforming Graduate Education and the University through Engaging the Community</p>	<p>While discussing service learning, a strong emphasis is often put of faculty engagement and faculty readiness. This presentation will propose a new look at preparing future faculty to work with community partners and understand the reciprocal and intentional approach to community engagement by focusing on the role of graduate education. Each year a dozen graduate students at Tulane University in New Orleans are selected from incoming and current students in humanities and arts programs to participate in an interdisciplinary graduate certificate program in community engaged scholarship. This program is transforming graduate education in the humanities by providing graduate students with multiple layers of support, allowing them to develop substantial, ethically grounded, publicly engaged projects that connect with their graduate studies. The essential elements of the program are mentorship, theoretical grounding, and development of intellectual and professional skills. These layers of support include a cohort structure of twelve graduate students, four faculty advisors, and four community leader advisors who meet regularly for two years. In this program, graduate students benefit from multiple mentors from a range of backgrounds: peers, faculty, and community leaders as they together discuss every step of the project development and implementation, from brainstorming to determining next steps after its completion. Graduate students also take three one-credit-hour theory courses over the two years and develop their own budgets, which provide them with agency, freedom, and room to be creative. Students are also required, as part of the courses, to find publicly engaged books, articles, and projects from their own fields and explain how the projects they are planning correspond to the readings. Through the program, humanities graduate students also have access to a growing network of cultural and community organizations, university centers, government offices, and artists throughout New Orleans which are enthusiastic about collaborating. These long-term connections with people outside academia, which include budgets, memoranda of understanding, and many phases of project development, profoundly expand the range of skills and experiences of graduate students. The Tulane graduate program is only two and a half years old and it is already redefining what graduate education in the humanities can be at Tulane and worldwide. The program is reaching a turning point in terms of contributing to the scholarship on transforming graduate education in the humanities. In this presentation, the speakers will explain the underpinnings of the program, its structure, faculty involvement as well as its impact on the entire university, including undergraduate population and faculty members. The presenters will close by providing examples of projects developed and executed by graduate students in the program such as The Beaubourg School, a creative art place, an artist in residence program, a works in progress program, and a festival; online database Maya Scripta to make Maya hieroglyphic inscriptions available to everyone for free; or translating Longman's Basic Science 1 into the Yoruba language for seventh-graders in Nigeria</p>

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<p>Miryam C. González-Rabanal (Spain), Violante Martínez-Quintana (Spain)</p>	<p>Design of an interdisciplinary service-learning model: proposing indicators to evaluate The Operational Plan of the Madrid City Council against Trafficking and other Human Rights Abuses in prostitution contex</p>	<p>The topic presented here is part of a Project that aims to cover the social need to improve efficiency in the use of public resources, as well as to complete the training of students of the UNED (National Distance Education University) of Public Management (of the Degree in Legal Sciences of Public Administrations) and of Planning and Evaluation of Social Services (of the Degree in Social Work), both belonging to the Faculty of Law. Its purpose is the design of useful and relevant indicators that evaluate the efficiency of the Operational Plan Against Trafficking and other Human Rights Abuses in prostitution contexts, planned by the Madrid City Council for the 2018-20 period. The design and implementation process of the mentioned Project was carried out in the following stages: search and selection of the institutions interested on participating; meetings with those responsible for the Madrid City Council; selection of the appropriate topic to raise their interest; determination of the subjects involved in the Project; adaptation of the topic to the profile of potential students; presentation of the proposal at the Madrid City Council and at the UNED; Project implementation; distribution of tasks among team members; selection of the students involved in the Project; search of the material for the complementary formation of the students and realization of the MOOC on service-learning; design of the tasks to be performed by the students; online tutoring of students during the entire process of carrying out the Project; verify the tasks assigned to the students (tracking form); obtaining and treating the results of the Project (indicators proposed by the students); evaluation of the experience (through a student satisfaction survey and the report of results to the Madrid City Council); drafting of the final Memorial of the Project and dissemination of results. The main conclusions of this experience are the following: A) The usefulness of creating interdisciplinary work teams because they provide complementary insights and knowledge to address common concerns and problems. B) The convenience of seeing the formation of students as something holistic, which requires not only theoretical knowledge, but familiarization with its practical application for which they are being trained at the University. C) The advantages derived from the collaboration between some public institutions, such as the Madrid City Council and the UNED, which mean that students can face real problems during the training process at the University and that the participating institutions can also benefit from the results of the research work carried out at the University for free and applied to questions of interest and D) The possibility of outsourcing the work done at the University and that society visualize that it teaches interesting and useful things for citizens.</p>
<p>Ellen Decraene (Belgium), Eva Van Moer (Belgium)</p>	<p>A design for service-learning in the curricula of the University of Antwerp: opportunities and pitfalls</p>	<p>By embedding CSL, the academic community of the University of Antwerp is given opportunities to work innovatively in education, to broaden research and to contribute to their provision of services (social task). On community level, CSL contributes to sustainable, innovative solutions for social challenges by linking scientific expertise to practice. In addition, CSL generates opportunities for students to become more committed and empowered world citizens who possess the competences needed to function within and contribute to a complex society. Since 2019-2020 the University of Antwerp organizes 15 university-wide, interdisciplinary courses (30 teaching hours – 3 ECTS-credits) for BA2 and BA3 students. These courses are closely related to the idea of active pluralism as well as to the university's mission statement. In order to stimulate the students' social engagement, students can also follow the course 'Community Service Learning' (elective course; 3 ECTS-credits; annual course (first and second semester)). Community Service Learning offers an educational framework based on co-creation in an open-ended process and stimulates transformative experience. Service Learning requires students to gain curricular credits by performing service that answers the needs of the community. Educational institutions and community organizations design together service learning projects to which students are required to contribute by applying their knowledge and competences. Students combine their experiences with academic knowledge related to (at least) one of the 15 university-wide interdisciplinary courses. Next to the CSL-course, the university of Antwerp and the Academic Center Saint Ignatius Antwerp (UCSIA) actively promote and practically support community service pilot projects – initiated and organized by individual docent since 2017-2018. Via this bottom-up approach towards the implementation of community service learning, we want to introduce CSL in as much faculties as possible. In this presentation we want to pinpoint the benefits and pitfalls of the design for service-learning in the curricula of the University of Antwerp for all actors. We examine the critical elements that are essential for building an engaged community where students, university and community partners are equally active partners in civic learning. At the end of the presentation we will discuss the main challenges and explore with the participants what is needed to implement service-learning in higher education on a strategical and practical level.</p>

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<p>Janine Bittner (Germany)</p>	<p>Learning through the Assumption of Social Responsibility – a Presentation of a Mixed Method Study Design on the Effects of Service Learning on the Improvement of Specialized, Methodological and Interpersonal Skills of Geography Students</p>	<p>Within the scope of the presentation, the basic concept of accompanying research on the effectiveness of service learning on the improvement of specialized, methodological and interpersonal skills of bachelor students in the field of geography will be presented. The course brings together the approach of research-based teaching and learning and the service-learning approach. The geography students work in a project supported by the Ruhr-University on the complex subject of social inequality, poverty and housing in the federal state of North Rhine-Westphalia. The accompanying study contains as a first step the implementation of a standardized, written survey of all participating geography students. The survey is implemented as a panel survey with a three-tier structure with the aim to measure the contribution of this specific teaching and learning method to the growth of specialized, methodological, interpersonal and personal competencies of the students. Firstly the focus here is to gain knowledge concerning the subject-related learning achievements with regards to the complex subject area „social inequality, poverty and housing“, methods of empirical social research and project management. Secondly the learning progress in methodological skills, personal and interpersonal skills is of particular interest (e.g. communication, conflict management, teamwork, self-awareness). Special regards is paid to the diversity of students pre-existing knowledge, the organization and operation of their learning process and their biographical background. Following a mixed method design as a second step in-depth qualitative interviews with a selected number of students will be conducted after completion of the service learning project. The overall objective is to gain more information on specific aspects of the structure of the learning process that the students will go through in the course which runs over a period of 10 months.</p>
<p>Irene Culcasi (Italy), Maria Cinque (Italy), Claudia Russo (Italy)</p>	<p>Service-Learning for the integral education of university students: measuring the impact on soft skills and values</p>	<p>In the first document produced by the High Level Group on the Modernisation of Higher Education, it is stated that universities and higher education institutions, as part of the education system, should provide integral education of the person, which goes beyond narrow knowledge-based specialisations and concerns behaviours, attitudes and values. In other words, universities should also train students on meta-competences and personal skills (social and civic), what are called today soft skills; thus help the full integration of the student in an ever-changing social and cultural scenario yielding knowledge and skills rapidly obsolete. Soft skills are also essential to exercise the competence of citizenship (including democratic involvement, social cohesion, equity and human rights, ecological sustainability) and thus the ability to contribute to the good functioning of the society. The Service-Learning (SL), by facing students with problems present in the reality of life and inviting them to carry out social projects related to their curricular skills, is an effective tool for the development and enhancement of soft skills, considered strategic for the realization of young people, both in the personal and social sphere. It is a pedagogical approach that, using the best active and socio-constructive methods, places the development of the human being in all his dimensions at the center of its structure; thus valuing the empowerment of the subject who actively contributes to the construction of him/herself and the community in which he/she lives. This paper poses the following question: how to assess the impact of SL in promoting soft skills development? First of all, in order to determine this impact it is necessary to reflect on the nature of soft skills, as there are various ways to define and classify them. This paper presents a research study by LUMSA University of Rome on the validation of a soft skills questionnaire, carried out from the results of a European Erasmus+ project (eLene4work, 2014-2017). The first results of the validation will be presented here, in order to demonstrate the effectiveness of Service-Learning in promoting soft skills development in university students.</p>

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<p>Carmen Luca Sugawara (USA)</p>	<p>Strengthening local capacity for community development through community engaged programs.</p>	<p>Higher education institutions (HEIs) have become a platform of awakening, and of one of action, inviting university presidents, policymakers, and local communities to recognize universities as key community assets. Through contributions of students, faculty, staff and alumni, universities become a driving force, and they are key partners with local communities to respond to complex socio-political and environmental challenges. This civic mission encourages universities to work closely with local communities on behalf of local communities. Through community-based research (Boyer, 1990), or community-based learning, both students and community members enter dialogical learning processes that shape each other in profound ways. Students' have an opportunity to apply academic content by engaging in community activities, increasing their civic minds and senses of belonging (Boyer, 1990, 1996; Checkooway, 2000, 2001). Community partners, likewise, have an opportunity to participate in dialogical learning with university experts and students (Dewey, 1916; Freire, 1970), while forging partnerships and identifying new solutions to local problems, which ultimately aims at increasing the quality of life for all in a given community. The literature strongly supports that community participation among local partners builds community capacity (to respond to social issues) through the development of social structures, trust, social networks, and sustainability of initiatives (Israel et al., 2005; Wallerstein &amp; Duran, 2006; Wright, 2000). These mutually beneficial exchanges are central to the community-engaged universities' paradigm (Europe Engage, <a href="https://www.eoslhe.eu/europe-engage/">https://www.eoslhe.eu/europe-engage/</a>, <a href="http://www.campact.org">www.campact.org</a> ). However, when it comes to the scholarship of engagement, universities are overwhelmingly concerned with the impact they have on students' learning and faculty research and have shown minimal interest in the gains communities achieve as well as the impact of such programs on local capacity development. Working within the local context toward strengthening local community capacities and addressing social challenges are not only the foci of community-engaged universities but the very ethos of local capacity development (LCD). For more than two decades, LCD has been the single most important goal of social development projects (Morgan, 1998). Recognizing the interconnectivity between the HEIs and local communities, universities can become a driving force to strengthen local institutions and promote solutions to local problems (Dewey, 1916; McNight and Kretzman, 1990). Thus far, LCD initiatives have missed an opportunity to engage universities as key stakeholders in development projects. Equally surprising is that the social development literature and the international development projects continue to neglect the universities' contributions to local capacity for long lasting development. In turn, the universities remain preoccupied with students' development, standards of education, institutional structures, and the overall university academic gains. It is within this context that my research examines the extent to which HEIs influence local capacity for community development in post-communist countries. This paper introduces an analytical framework that provides a roadmap to help understand and analyze the central tenants of local capacity development and its relationship to community engaged programs. At the heart of the framework rests the interdependence between the three key community capacities - Community Characteristics, Functioning Capacity and Transformational Capacity, and their supportive capabilities within a local community.</p>
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<p>Ingrid Geier (Austria), Ulla Hasager (USA)</p>	<p>Active-citizenship-learning and Service-learning to Support a Culture of Democracy and Democratic Values and Attitudes</p>	<p>What does it mean to be an inclusive, active citizen and how important is a democratic culture and are democratic values and attitudes? Social participation is seen in this educational process as responsibility, and values like respectful and dignified togetherness or social harmony can carry on the humanist thought and transport it into the 21st century. Educational institutions must fulfill their responsibility at different levels in order to prepare students well for an “uncertain” future. Active and inclusive citizenship in this sense can be understood as a dynamic process, for societal developments demand a corresponding openness to results which will have a decisive say in the question of how people should live together in future. In order to establish civic thinking and a civic attitude, relevant ways of teaching and learning, such as service-learning or active citizenship learning are needed which impart relevant values and norms for social togetherness and social engagement. Most of all they sustainably support a culture of democracy and responsibility. The democratic and intercultural competence is regarded as the key competence of the 21st century and is central for a sustainable future. It is defined as the ability to promote important values, attitudes, skills, knowledge and thinking in order to be able to respond efficiently and appropriately to the demands and opportunities arising from exchanges in democratic and intercultural situations. This contribution shows the research project on the teaching and learning concepts service-learning at the University of Hawai’i at Mānoa and active-citizenship-learning at the University of Education Salzburg. It shows which criteria of success can support democratic awareness and the associated values of students in these two teaching and learning concepts. For the study a quantitative survey with students was used (quantitative design – likert scale) to show the impact of these teaching- and learning concepts on a culture of democracy in students’ attitudes regarding civic-mindedness and orientation to common good. The survey is based on civic-minded professional scale (Hatcher, 2008), civic minded graduate scale (Steinberg, Hatcher &amp; Bringle, 2011) as well as on the model of competencies for a democratic culture (Council of Europe, 2016). In addition, focus group discussions (Bohnsack, 2000) were used to show how students experience themselves when they take on social responsibility, e.g. when they participate in a solution to improve society. First results show that service-learning and active-citizenship-learning significantly support a culture of democracy and that key factors for a culture of democracy can be identified. Students with experiences in service-learning or active-citizenship-learning projects have knowledge about volunteering, are interested in political events or in issues of social justice. Furthermore, it is important for them to contribute their own competencies to society, to interact and collaborate with people from different backgrounds and have an awareness of other people or the impact of their own actions</p>
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<p>Koraljka Modic Stanke (Croatia), Nives Mikelic Preradovic (Croatia)</p>	<p>Development of Entrepreneurial skills through service-learning</p>	<p>Croatian government recognized service-learning (S-L) as an effective way of connecting students and academics with civil society organizations and local community and demonstrated its support in 2017. by opening the call for proposals entitled "Support to the development of partnerships of civil society organizations and higher education institutions for the implementation of service-learning programs". The goal of the call was to increase the number of students with acquired practical knowledge and skills for solving specific social problems and community development. Project "P-S-I Podrška studenata u integraciji marginaliziranih skupina na tržište rada" was one of the 27 granted projects, designed with a goal to develop sustainable service-learning programs on Faculty of Humanities and Social Sciences in Zagreb by engaging students in employment support activities for marginalized groups. Elective course Entrepreneurial skills with the implementation of service-learning was designed and conducted to address this issue. Total of 14 psychology graduate students participated in the evaluation of the course by completing the questionnaire in the beginning and at the end of the semester. None of the participants had previous experience with service-learning, but most of them (78.6%) had some experience with volunteering. The most frequent reason for their interest in service-learning was an opportunity to acquire new knowledge and skills (100%), link theory with practice (100%), and help those in need (93%) while the least frequent reason was an opportunity to make potentially useful contacts (36%). Upon completion of the course, students felt significantly more prepared for working on projects (t = 4.37), working with beneficiaries (t = 3.82) and entering the labour market (t = 3.29) and believed the course significantly contributed to it. Additionally, after the course, students had a higher understanding of how useful service-learning is for the students (t = 2.86), community partners (t = 2.28) and teachers (t = 2.28) along with higher understanding of the importance of critical thinking for the success of service-learning course (t = 3.01). However, thought it was expected that the course would improve specific knowledge (e.g. knowledge about local community and available resources), skills (e.g. teamwork, problem-solving, leadership) and abilities (e.g. tolerance, openness to differences) typically related to the service-learning, upon completion of the course students perceived improvement only in their communication skills (t = 2.12). Qualitative analysis suggests service-learning empowers both students ("Now I feel more competent for working with "real" people") and beneficiaries ("I expected them to be somewhat sceptic or insecure towards active engagement of students, but they seemed content"), but also suggest (re)consideration of the required amount of time spent in local community ("At the beginning of the course I expected us to achieve more concrete results with our clients, but that is, unfortunately, not possible in just two encounters").</p>
<p>Cinzia Albanesi (Italy), Christian Compare (Italy), Chiara Pieri (Italy)</p>	<p>Community engagement in higher education: the community side of the partnership</p>	<p>Service-Learning (S-L) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that is derived from active engagement within community and work on a real-world problem. Reflection and experiential learning strategies underpin the process and the service is linked to the academic discipline (McIlrath et al., 2016, p. 5). In order to provide Service-Learning activities, academic units are required to arrange partnerships within the community setting, throughout explicit agreements to engage in a common project (Suarez-Balcazar et al., 2005). At their core, these Community-University partnerships are a convergence of interests with a goal of creating public good by both parties (Baum, 2000). Since these partnerships can be varied in scope and purpose, or in structure and organisation, it becomes relevant to understand whether the community-university partnership is perceived as successful and mutually beneficial, or not. 49 psychology master students of the University of Bologna, professional tutors and other practitioners of the province of Forli-Cesena, were involved in 15 Service-Learning projects, finalised to enhance competences given by the academic course through the knowledge of the community needs and the work in outreach and low thresholds services, primary and secondary schools, pre and after-school activities. The main focus of the research is on understanding community partners perspective on the S-L experience, building on the idea that understanding community perspective allows higher education institutions to better comprehend the impact of their engagement in the community, and to increment it. In order to assess the impact and the awareness of the reciprocal benefits in the learning and working experience of both students and practitioners, and to evaluate the quality of the relationship between community partners and faculty, 12 anonymous questionnaire and 12 semi structured interviews to the tutors were administrated. Data are under analysis using a mixed method approach, using thematic content analysis, and quantitative analysis with the help of T-Lab and SPSS software. Implication of the results of the community partner perspective to implement Service-Learning activities, will be discussed.</p>

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<p>Yuliia Kleban (Ukraine)</p>	<p>Service-learning tools for the STEM/STEAM education: the case of UCU as an engaged university</p>	<p>The role of STEM/STEAM education in Ukraine becomes one of the strategic goals of the system of education. By engaging the youth into it, the Ukrainian educational system is expected to become updated to the challenges of the workers of the fourth industrial revolution. Based on the Ministry of education program “The year of math in Ukraine 2020”, the UCU team is working with the local IT company as a partner on the development of the STEM program in the Lviv region. The project is the core assignment at the course of Social Entrepreneurship (delivered at Faculty of Applied Sciences, UCU) and aims to provide help for the local communities via STEM projects for secondary schools. The STEM/STEAM education for the university environment provides the prerequisites for the quality of the applicants for the bachelor programs. Hence, the solid background of secondary school graduates is a chance to gain a higher quality of students who can work with professors and industry mentors. Science, technology, engineering, and mathematics are the skills of the future success of the Ukrainian economy and the competitiveness of its workforce for innovative activities. From the experience of the USA, the service-learning pedagogy is a perfect tool for students to experience the benefits of the STEM skills both for them and their local communities. The UCU students will work at the local school with pupils on the project IT in biology, chemistry, and physics. The main aim of the project is to show the schools' community the advantages of STEM education, e.g., in the case of New Ukrainian School (Ukrainian Secondary Schools reform). The expected outcomes are in the developed pilot project - to provide schools with the resources to create and use science kits to teach students through hands-on discovery. Secondary school pupils will receive opportunities to explore science in a way that will encourage them to pursue the sciences at a university.</p>
<p>Edlira Gjoni</p>	<p>Integrating community engagement into existing university courses: Action-based research at the aftermath of an earthquake.</p>	<p>Integrating community engagement into an existing course might seem difficult from the academic and administrative point of view. Learning goals are set, preparations are shaped, syllabus and all course outlines are published and the ideas for community partnership are sealed. However, when an earthquake shakes a country, things can change! As 12.000 people became homeless and more than 1000 houses were destroyed by the deadly earthquake in November 2019. Albania felt paralysed just as the winter arrived. The death of 51 people was followed by the drama of homeless families, whose hopes and hopes crashed under the ruins. Schools and universities closed for safety reasons. Upon restart, 2 weeks after the drama, a group of students from the faculty of Social Sciences felt the urge to go beyond the agreed syllabus and beyond the basic volunteering assistance with food and medication. An initial idea to observe the situation on the ground soon got transformed into a small action research project, agreed with the university, to identify the immediate phyco-social needs of the families with small children in the worst hit areas. The results were communicated to the local municipality and to two NGOs who could respond immediately to the findings and offer support. A group of dedicated students and teachers, promoters of the Service-Learning approach, brought social work services and psychological help to 31 families affected by the tragedy. The hours dedicated to the research were duly integrated into the course curriculum and are making a significant difference in the learning outcome for the engaged students. Apart from the impactful effect on the human side, it carries all elements of a very well designed action-research-project: Students were involved directly with the community as they recorded the findings gathered through a pre-designed methodology (questions and observation techniques); the findings were presented to the relevant authorities and NGOs that could react and hence; the community needs were met within a very short time. This example speaks loudly about the impact and necessity to open the doors to integrating community engagement elements even when it is not foreseen and planned. Disasters are not planned either. But a response based on Service-Learning approach proved to be highly efficient. Several elements can be identified here: (i) Building trust with members of community took shorter than it usually takes with institutions or NGO staff; (ii) Communities tend to believe more in students, especially if among them there are parents whose children are also students; (iii) Community research projects can significantly support the existing research of the faculty, hence the community needs and the research means can meet into one common and efficient agenda. These are the elements discussed in this paper, linking community and research in existing courses and arguing that integrating this type of research is possible and beneficial for all involved.</p>

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<p>Geertje Tijjsma (The Netherlands), Eduardo Muniz Pereira Urias (The Netherlands), Marjolein Zweekhorst (The Netherlands)</p>	<p>A roadmap to institutionalize Community service learning: A systematic review offering operational tactics over time</p>	<p>Modern complex challenges such as rapid population increase, climate change, growing inequality, diversity, ideology, antibiotic resistance, an ageing population and the future of work, have serial implications to teaching and learning at all levels. Globalization, economic necessity, and low civic engagement compound the urgency for students to develop the skills and knowledge they need for success. Society demands fewer people with basic skill sets and more people with 21st skills such as complex thinking and communication, collaborate, and problem solving skills. As a result, multiple universities across the world are including Community service learning (CSL) methodologies where students participate in, and reflect on, services that benefit the community (Bell, 2010, Fitzgerald et al., 2016). However, the institutionalization – i.e. the successful integration of service learning into institutional culture, climate, and expectations so that it can be sustained in the long term remains a challenge. Also, the process of institutionalization has been described extensively but often remains on the strategic level and lacks a more tactical, operational approach. During the presentation I will discuss a systematic review which provides more specific insights into various operational tactics to overcome organizational barriers when institutionalizing CSL. These tactics are differentiated in three phases and thereby provide a roadmap to guide universities in institutionalizing CSL over time. The first phase is the startup phase which often remains on the individual level where key individuals initiate CSL from either top down or bottom up. Tactics in relation to an incremental approach and grand opportunities are provided. The second phase is the scale up phase, during this phase we move beyond the individual level and aim for multiple stakeholder involvement. Important stakeholders to consider are faculty, instructor, partner and student. Tactics on support, academic legitimacy, collaboration and communication are offered for each stakeholder. The final phase is described as the sustaining phase, within this phase the organization as a whole needs to be considered, as such the tactics provided apply to the institution as a whole. Tactics on consensus approach, funding and continuous evaluation are offered. Next to the description of various tactics I will outline how these tactics might influence each other and how they can change over time. In sum, tactics from multiple case studies were and combined into one framework. This was accomplished by linking the various tactics and considering how they affect each other over time. Within the past ten years a wide range of studies have used strategic frameworks to institutionalize CSL and, in doing so, have offered various tactics for implementation. A systematic integration of these frameworks has been long overdue. Both general as well as more specific implementation tactics are considered to arrive at a fully integrated form of CSL and thereby institutionalize and sustain CSL in higher education. The roadmap provided by this review will guide institutions of higher education to implement CSL and thereby recognize the 21st century skills global citizens need.</p>

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<p>Robert Bringle (USA)</p>	<p>Conceptualizing and Assessing Civic Learning in Service Learning Courses</p>	<p>According to virtually all definitions of service learning, civic learning is an intentional learning objective for students in service learning courses. However, the nature of civic learning is not well understood by practitioners and is often an underdeveloped aspect of a service learning course that can be improved. Building upon the Hatcher, Bringle, and Hahn (2017) book, "Research on Student Civic Outcomes in Service Learning: Conceptual Frameworks and Methods," the purpose of this workshop is to share information about the nature of civic learning, how to enhance its development in designing service learning courses, and how to assess it. The workshop will establish the important connections between conceptualization, implementation, and assessment, based on what the participants want to emphasize in their service learning courses. Learning Objectives: Participants in this interactive workshop will work on the nature of civic learning, identify ways in which their service learning courses promote civic learning, explore opportunities they may have to enhance civic learning objectives to their courses, and consider methods for assessing civic learning. Significance: Improving the civic component of service learning courses shifts service learning courses from being technocratic (i.e., problem-based learning in the community) to being more potent vehicles for promoting civic growth in students. Service learning has the intentional goal of students' civic education. This workshop will review different ways of conceptualizing civic learning outcomes. Participants will then engage, using a worksheet, to identify civic learning outcomes in their own teaching and explore additional civic outcomes. Participants will examine how course design (e.g., readings, community activities, critical reflection, speakers) can contribute to enhancing civic learning in their students. Then participants will consider how they can collect indirect and direct evidence about the degree to which students are achieving the intended civic learning outcomes. The DEAL model of critical reflection by Patti Clayton will be presented as a means for structuring reflection in such a way as to generate civic learning and assess civic learning. The Civic-Minded Graduate (CMG) construct will be presented as an overarching and integrative construct for civic learning outcomes. CMG will be compared to the framework of the "Competences for Democratic Culture" by the Council of Europe. Research on CMG demonstrates convergence across three assessment strategies (self-report, interview, written narrative) and between CMG and students' civic identity and identity as a student. CMG is associated with different motives for volunteering, with Morton's three types of service typology (i.e., direct service, programs, advocacy), openness to diversity, self-efficacy, and caring. CMG was also correlated with non-prejudicial attitudes, social skills, and satisfaction with life. CMG can guide the design and assessment of curricular and co-curricular service programs (e.g., program evaluation and improvement, evaluating service learning courses, assessing civic outcomes in academic units, institutional assessment). CMG also provides a basis for studying civic growth in students.</p>
<p>Marta Alonso (Spain)</p>	<p>Sharing service-learning experiences in less than 10 minutes: the systematic collection of the European Observatory</p>	<p>Service-learning is a transversal methodology with broad subject-matter diversity across disciplines and cultures. The European Observatory of Service-Learning in Higher Education (EOSLHE) is a project that aims to contribute to the promotion, institutionalization and research of Service-learning in Europe. There is a lack of universal agreement for using a common form, questionnaire or rubric for S-L. In the need for comparable and systematic data in Europe, EOSLHE has developed a scoping questionnaire for mapping. One of the main tasks of the project is to collect S-L experiences with a common structure across European cultures and countries. A questionnaire has been designed based on the Quality Standard Indicators developed within the EU Erasmus+ project entitled "Europe Engage" (Ref. 2014-1-ES01-KA203-00479). The purpose of this workshop is to involve participants in the challenge of mapping Europe with service-learning experiences. Materials: Internet access for the EOSLHE website, Seven laptops, One beam projector and screen to project the mapping in real time. Development: The coordinator and the researcher will be available all the time for personal interaction with the attendances. 15' Preparation of the room (logistics) - Presentations: mediators (EOSLHE personnel) and each participant. 75' PLACE YOUR S-L EXPERIENCE ON THE MAP! Challenge - At least 10 EXPERIENCES SHARED in different COUNTRIES by 19th March 2020. This interactive workshop will raise involvement and dissemination in the EOSLHE project. Participants will take ownership of the materials. S-L experiences mapping will be spread across Europe and the scope of a comparable and reliable data collected increased. EOSLHE means to be a tool for faculty members. Participation sharing S-L experiences, getting involved in other ways, and research development will be decisive for the promotion and institutionalization of S-L in Europe. Keywords: Service-learning experiences; Questionnaire; Systematic collection</p>

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Bojana Čulum Ilić (Croatia)	Building Mentoring Relationships in SL Courses: How to Find & Keep the 'Right' Mentors?	Mentoring students within a service-learning course is a structured educational strategy for enhancing both students' academic achievement and their personal development through active learning and participation, engagement in the community, critical thinking, and information on real-life community needs and challenges/problems. Considering the lack of empirical evidence on formal mentoring experiences and building mentoring relationships between students and their mentors in community organisations/institutions, this workshop tends to target challenges and strategies for successful SL mentorship recognised by both faculty members and mentors from community organisations within the SLIHE project.
Wolfgang Stark with Gabriele Bartsch, Frauke Godat, Isabell Osann, Henrike Matheis, Thomas Sporer and Günther Szogs	Universities of the Future – Societal Responsibility as a Baseline for Higher Education	Based on a series of workshops and conferences discussing the future idea of Higher Education based on societal responsibility and social innovation our group is participating in a series of Theory-U.Lab-based learning journeys on transforming higher education institutions. The group (faculty, students, community stakeholders) has been part of a Theory U-based 'Societal Transformation Lab' bringing together more than 2000 change-makers in 300+ teams in 36 countries on 5 continents. The learning journey consisted of a number of global online live-session and chats and 3-4 local meetings to develop prototypes for a 'university of the future'. Methods used have been stakeholder interviews, international and local learning sessions, 3D- and 4D-mapping and prototyping. As a consequence, a number of local prototypes for community-university-partnerships have been developed – as well as general prototypes for new learning formats: an online-based learning platform as a home-base for the university of the future, a blockchain matching system for partnering universities and community stakeholders, a service-learning-format based on design-thinking and a continuous summer school focusing on one societal challenge. The methodology and process of the learning journey - which has been deeply impressive for all participants - will be presented in an interactive round table. Results of stakeholder interviews and prototypes will be discussed from different angles of higher education and society.
Magdalena Fellner (Austria), Florian Reisky (Austria), David Campbell (Austria)	Enhancing the sustainability of Service Learning projects	Service Learning has a positive effect on the social awareness of the participants (Dukhan, Schumack & Daniels, 2009). However, since it is often a one-time experience it is not given that students automatically evaluate the political contexts of social problems. Instead, „they are supposed to accept the system as it is and perform additionally voluntary activities in order to compensate for failures of the system with regard to their individual cases.“ (Zimenkova, 2013, p. 176). Additionally to the assumption of individual responsibility students should be equipped with the necessary tools to analyze politics and engage on a long term (Wohnig, 2011). For ensuring this aim Youniss (2007) stresses that it is important to include the macro level as such: „If a political outcome is desired, then service ought to be designed to deal explicitly with the political dimension of the matter at hand“ (p. 230). Thus, students are asked to embed their experience within existing hegemonic structures of society so that they understand and analyze different power distributions, the underlying ideological paradigms and their effects on their own identity. These values and power relations need to be considered and addressed within the SL course. In order to enhance the sustainability of a SL project and to foster extra-curricular engagement, empathy and solidarity of students a critical social theory should be included in the course. Moreover additional courses for political learning can be added to the curriculum. The different phases of Service Learning should be carefully accompanied and supervised: 1.The preparation and planning, i.e. formulation of learning goals, identification of societal needs, assessment compared to other issues, deliberate matching of students with community partners (by age, social groups) etc. 2.The implementation should be continuously accompanied by reflection and communication (Brozmanová et al., 2019., p. 42). By analyzing political structures and conflicts students as well as teachers should develop a culture of dispute. 3.The assessment, evaluation and follow-up should be discussed openly and in groups: What other possibilities are there to actively engage in society? After completing the SL course students should not feel obliged to engage in society, but feel encouraged instead. At the same time teachers are asked to increase their awareness regarding their own political concepts and to further develop their competences. For this purpose the implementation of short training programs can be helpful (Wohnig, 2015; Wohnig, 2016).This workshop will incorporate experiences and good practices from the SLIHE project.

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<p>Juan García-Gutiérrez (Spain), Marta Ruiz Corbella (Spain), Ángeles Majarres Riesco (Spain)</p>	<p>Social Knowledge transfer and engaged university: the role of Service-Learning</p>	<p>Knowledge transfer has been recognized as the mission of the University for the 21st century. In this spirit, in December 2018 the Spanish Ministry of Science, Innovation and Universities launched, on an experimental basis, a novel call for "sexenios" (six-years academic evaluation by the competent state Agency) called "transfer and innovation" in order to "promote incentive dynamics and policies in universities and research centers, in terms of transfer, innovation and dissemination of knowledge to all types of social actors. " In the call documentation, the transfer is valued from four perspectives: training of researchers; self-knowledge through activities with other institutions; economic value generation and social value generation (BOE nº285, 2018). As a matter of fact, teaching institutions are increasingly sensitive to what happens outside them; there is an "outward", relational movement, which is felt in areas such as sustainability or relations with former students ("alumni" programs). Far from being "ivory towers", if ever they were, today there is a concern to integrate more and better into the social and productive fabric of the communities where they are located. We can specify this trend in a broad terminological panoply as: social responsibility; social commitment; extension, or now as dissemination / transfer of knowledge. In addition, this trend is supported, as we pointed out, by the role that evaluation agencies play in trying to include this generic "third pillar" as an object of institutional and personal evaluation. Therefore, the objective of this communication is not so much to identify the wide range of social concerns of universities but to focus on how the transfer of knowledge with social value can be promoted. Moreover, even traditional figures of University knowledge transfer such as patents or spin-offs can also adopt a more socially-conscious physiognomy in contact with this approach, so that social entrepreneurship can be promoted from the Universities. We thus consider the Service-learning approach as an appropriate way or resource to meet the requirements of this particular form of transfer that, far from purely economic interests, accentuates a particular commitment to the common good, solidarity and cohesion of communities, from the learning and research that students and teachers jointly develop. Therefore, as an appropriate area from which to promote this type of transfer, service-learning should be also susceptible to assessment both in its individual dimension concerning teachers, and institutionally concerning the Universities themselves. For this reason, and reviewing research that addresses the social impact of service-learning, we try to answer two related questions: why does service-learning contribute to knowledge transfer with social value? and how does it contribute to it?</p>
<p>Simona Kuciaková (Slovakia)</p>	<p>Development of the Key Competencies in Sustainability within the program Roots &amp; Shoots Slovakia (presentation of the results from evaluation research).</p>	<p>The presentation aims at is to introduce the results of evaluation research of the educational program Roots &amp; Shoots Slovakia based in the field of Education for Sustainable Development. The research was held in 2018-2019 at 16 Slovak secondary schools in cooperation with Masaryk University in Brno (CZ) and Technical University in Zvolen (SK). Its main purpose was to verify the quality of the program methodology and a real impact on participating pupils during one school year. The research is based on a combined methodology of quantitative and qualitative data collection (s.c. combined research). For purposes of quantitative analysis were made so-called „experimental“ and „control“ pupils group, from who were collected particular data (before and after program implementation). With selected participants of the experimental group were realized also discussions via focus groups. Another data were collected through the pre-test, post-test, and interviews with participating pedagogues. The research shows that the educational program Roots &amp; Shoots Slovakia has a good level of quality. The applied service-learning model enables pupils to develop the key competencies for sustainable development and by pedagogues probably support their self-efficacy to teach in accord with Education for Sustainable Development. Briefly about Roots &amp; Shoots Slovakia Roots &amp; Shoots Slovakia is a Slovak version of the global education program of the British primatologist Jane Goodall. Its main goal is to motivate the young generation to deal with the problems of their communities and empower them to become so-called „compassionate leaders“ who act for a better - more sustainable - world. Roots &amp; Shoots was established in 1991 in Tanzania and today it is spread in approximately 130 countries with more than 150 000 young activists around the world. In Slovakia, the program has been running since 2017 under the guidance of the Green Foundation. Since then, there have been engaged in altogether 28 schools from different parts of the country.t</p>

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<p>Karsten Altenschmidt (Germany), Jörg Miller (Germany)</p>	<p>Service Learning in Higher Education – A card-deck tool for developing Service Learning and Campus Community Partnerships</p>	<p>In a nation-wide research project in German Higher Education Institutions, 90 Design Patterns for Service-Learning were discovered (Stark, Miller &amp; Ruda 2015), based on the pattern language concept developed by Alexander, Ishikawa and Silverman (1977). These patterns form the basis for a Service-Learning card-deck tool, specifically developed to support students, teachers, scholars, and community actors. The card deck “Service Learning in Higher Education” (Miller, Altenschmidt &amp; Stark 2019) can be used to prepare, design, and reflect on Service-Learning pedagogy and implementation. In this interactive workshop, we will introduce and try out the card deck (2nd Edition, English Language Version), and use it to discuss different conceptualizations, expectations, variants and means to research and teach Service Learning.</p>
<p>Luísa Ribeiro, Carmo Themudo, Joana Cunha e Costa, Marta Silva, Maria Correia, Paulo Dias, Ana Oliveira, Rita Paiva e Pona, Ricardo Peixoto, Célia Ribeiro, Pilar Aramburuzabala</p>	<p>Catholic University and Service Learning: Innovation and Social Responsibility</p>	<p>The main purpose of this paper is to present CAPS project - Catholic University and Service Learning: Innovation and Social Responsibility (2020-2022). CAPS project aims to contribute to the promotion of Service Learning (SL) in higher education institutions in Portugal, stimulating pedagogical innovation and social responsibility. SL experiences will be developed in the four campi of Universidade Católica Portuguesa (Braga, Lisboa, Porto and Viseu), towards institutionalization in the end of the three years. This project will allow students to contact directly with new realities, marked by human vulnerability. While helping the community with their service and with proper accompaniment and reflection, they will make a meaningful learning that promotes specialized citizenship skills. They will thus receive a global formation, not only technical, but also human and of social consciousness. SL experiences will be operationalized in three modalities: modality I - curricular subjects and extracurricular activities; modality II - transversal and interdisciplinary curricular subjects; and modality III - international and interdisciplinary SL experience. To this end, diverse teacher training activities will be promoted for the development of SL experiences, involving an increasing number of teachers, students and entities throughout the project. We estimate a target population of 2260 students, 108 teachers, 99 community partners, and 22.600 final beneficiaries, in a total of 89 SL experiences. There will be events of celebration and public recognition in the communities involved in SL experiences, as well as the creation of a National SL Award. The whole CAPS project will count with the support of international experts, as consultants, advisors and external evaluators. CAPS impact and efficacy will be scientifically evaluated producing a body of knowledge to improve further actions. Results will be disseminated nationally and internationally. The final phase of the project will extend the skills and knowledge gathered on SL to strengthen SL in other universities outside UCP and also the Portuguese SL network, widening the scope of the project and promoting innovation and social responsibility in higher education institutions.</p>
<p>Edina Malkic</p>	<p>Reflexion in Service-Learning teaching process</p>	<p>Reflexion in Service-Learning teaching practice is crucial step in connecting the school learning and service within the community. Questions of how to integrate reflexion, what are the benefits for the students, to teacher professional development and obstacles in working on are some of the points which will be presented and discussed during the session.        In this session we will work on the reflexion aspects in Service-Learning teaching practice, what is the crucial point and what methods can be used in the course of the Service-Learning implementation.</p>

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<p>Silvia Dall’Olio (Italy),          Mallory Nardin, Maria          Cinque (Italy), Irene Culcasi          (Italy)</p>	<p>Rethinking community-based learning in          study abroad in partnership with local          universities</p>	<p>Community Engagement and Service-Learning as experiential approaches to pedagogy and scholarship have grown significantly in North-American universities and colleges in the past forty years, and now enjoy a solid degree of institutionalization. In developing partnerships between college campuses and local communities, community-based education aims at balancing the benefits to students and faculty with the benefits to the partnering organizations, and attention to the quality of the service that is provided with the learning it promotes. In a similar way, despite the significant contextual differences, community-based learning (CBL) is becoming a frequent feature of education abroad programs. Its major appeal resides in its potential as a tool for the development of intercultural competence, broadly defined as “a complex set of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini &amp; Tirmizi 2006). Successful implementation of CBL in the context of study abroad can presents many challenges, ranging from curricular and scheduling issues to the mismatch of expectations between students and local communities due to different cultural perspectives. For this reason, the instructional design of community-based learning projects is key to the unlocking of its transformative potential. In order to build a reciprocally beneficial relationship with the hosting organizations, however, a significant mediation work needs to happen. A strategic partner in this mediation effort can be represented by local Universities whose students are also engaged in CBL. Collaborations on the experiential learning dimensions of study abroad seem to be still unexplored and very promising. The proposed workshop will be conducted by CBL instructors affiliated with a European University and the European center of a US University. Participants will have the opportunity to experience first-hand the structure and to review the resources (in the form of shared materials) of community-based courses offered at both institutions. Session participants will be divided into groups and lead through an abbreviated sequence of activities to simulate the treatment that is made available to students in CBL courses offered at the institutions represented by the workshop facilitators. Session attendees will be invited to take the place of students in CBL courses preparation and accompaniment activities.</p>
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