

EOSLHE

Contributing to embed and develop Service-Learning in Europe within higher education in the framework of a University Social Responsibility and the Sustainable Development Goals



European Observatory
of Service-Learning
in Higher Education

SERVICE-LEARNING RESOURCE LIBRARY USER GUIDE

Service-learning experiences, good practices, and bibliographic resources

August 2019



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What is the purpose of this user guide?

The purpose of this guide is to disclose how to use and take advantage of the search engine available on the website of the European Observatory of Service-Learning in Higher Education (EOSLHE).

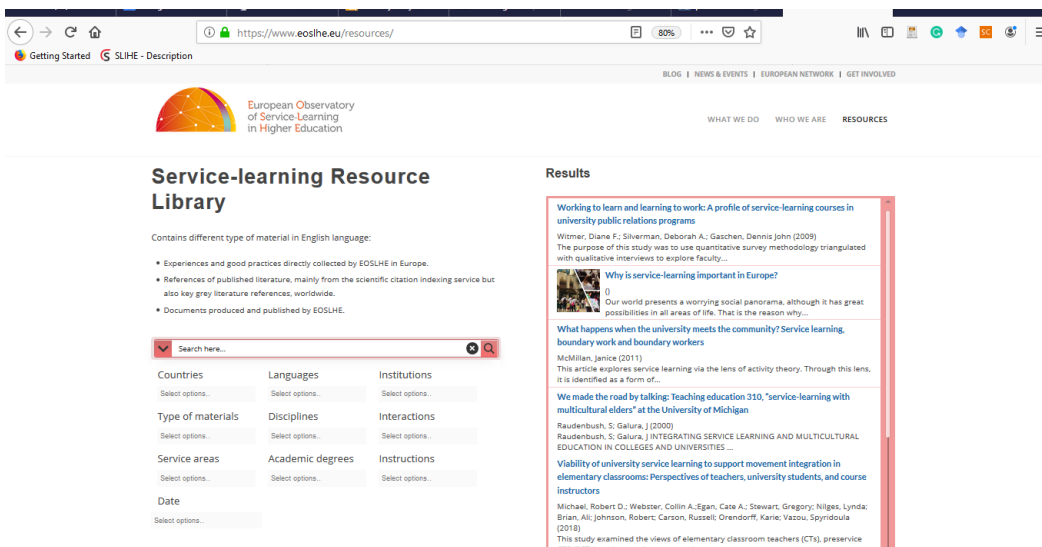
What does the EOSLHE browser return?

The EOSLHE search engine will return a list of materials always related to the field of service-learning (S-L) in higher education.

The search engine has been designed to enable an easier combination of the searches. Users can do a general search or limit the search by combining 10 types of filters.

The filter “Type of material” refers to the nature of the results that the user will obtain. It could be grouped into 3 main classes:

1. S-L experiences and good practices directly collected by EOSLHE.
2. References of published literature, mainly from the scientific citation indexing service but also key grey literature references.
3. Materials produced and published by EOSLHE.



The screenshot shows the EOSLHE website interface. On the left, the 'Service-learning Resource Library' section includes a search bar and various filters such as Countries, Languages, Institutions, Type of materials, Disciplines, Interactions, Service areas, Academic degrees, Instructions, and Date. On the right, the 'Results' section displays a list of search results, with one result highlighted in a red box: 'Working to learn and learning to work: A profile of service-learning courses in university public relations programs' by Wörner, Diane F.; Silverman, Deborah A.; Gaschen, Dennis John (2009). The purpose of this study was to use quantitative survey methodology triangulated with qualitative interviews to explore faculty...

The filter “Type of material”

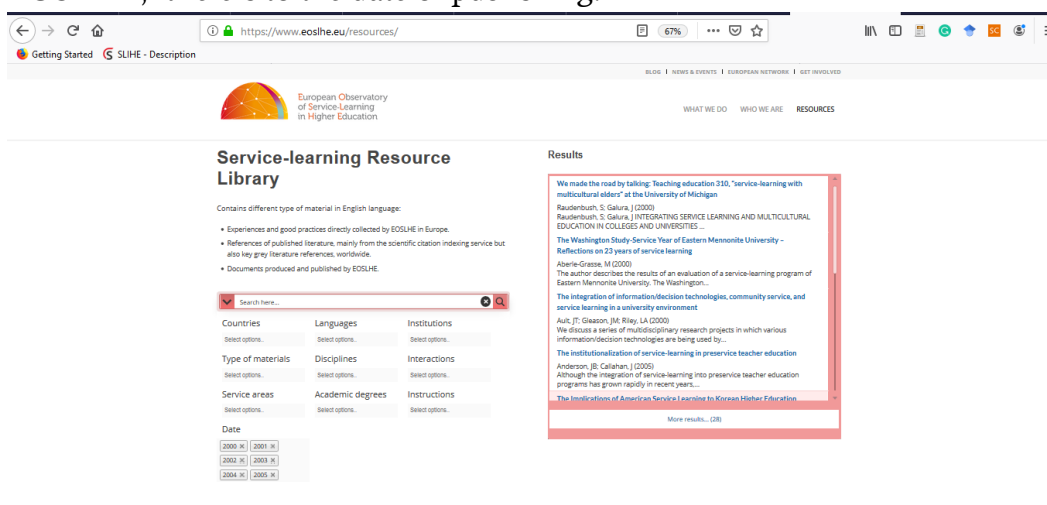
This filter of “Type of material” is one option of classification based on the nature of the information. It was designed for facilitating an accurate search to the user in the Service-learning Resource Library. Below, there is the main categorization available in the dropdown of this filter on the website, but future new categories could be added to the

classification in the future. Users also can search the type of material writing the word in the filter bar or in the general bar.

1	Experiences
2	Good practices
3	Article
4	Conference paper
5	Review
6	Book chapter
7	Book review
8	Conference review
9	Book
10	Article in press
11	Editorial
12	Note
13	Short survey
14	Business Article Press
15	Erratum
16	Proceedings paper
17	Meeting abstract

The filter “Date”

The filter “Date” allows selecting those years in which the user is interested in. S-L experiences and good practices usually span two dates: the academic year, e.g. 2018-2019. In these two types of materials, the filter date refers to the last year in what the projects were carried out, e.g. 2019 for the 2018-2019 academic year. In the case of published literature, grey literature, and documents produced and published by EOSLHE, it refers to the date of publishing.



The screenshot shows the website interface for the Service-learning Resource Library. The search filters on the left include:

- Search here:** A search bar with a magnifying glass icon.
- Countries:** Select options.
- Languages:** Select options.
- Institutions:** Select options.
- Type of materials:** Select options.
- Disciplines:** Select options.
- Interactions:** Select options.
- Service areas:** Select options.
- Academic degrees:** Select options.
- Instructions:** Select options.
- Date:** A dropdown menu showing years: 2000-2001, 2002-2003, 2004-2005.

The search results on the right show a list of documents, with the first result highlighted in a red box:

Results

We made the road by talking: teaching education 210, "service-learning with multicultural elders" at the University of Michigan
Raudenbush, S. Galura, J (2000)
Raudenbush, S. Galura, J. INTEGRATING SERVICE LEARNING AND MULTICULTURAL EDUCATION IN COLLEGES AND UNIVERSITIES...
The Washington Study Service Year of Eastern Mennonite University - Reflections on 23 years of service learning
Aberle-Grasse, M (2000)
The author describes the results of an evaluation of a service-learning program of Eastern Mennonite University, The Washington...
The integration of information/decision technologies, community service, and service learning in a university environment
Aul, J, Giasson, J, K. Riley, L.A (2000)
We discuss a series of multidisciplinary research projects in which various information/decision technologies are being used by...
The institutionalization of service-learning in preservice teacher education
Anderson, J.B. Calahan, J (2005)
Although the integration of service-learning into preservice teacher education programs has grown rapidly in recent years...
The Implications of American Service Learning to Korean Higher Education

More results... (28)

The filter “Language”

The filter “Language” refers to the language in what the entire original document is written, not the available reference at the Service-learning Resource Library. For references, the title and abstract are usually in English on EOSLHE website. For S-L experiences and good practices, it will be always in English.

As a European observatory, the search engine has available the official languages in Europe. Languages from outside of Europe were grouped in Non-European and named “Other” in the filter dropdown options on the website.

The filter “Discipline”

The filter “Discipline” refers to the academic discipline branch in which the material could be classified, being aware that S-L should be transdisciplinary.

Academic discipline classification is a challenge. Multidisciplinary, transdisciplinary and cross-disciplinary activities are very common. EOSLHE has compared several classification sources: Clarivate Analytics, UNESCO, U.S. Department of Education's National Center for Education Statistics (NCES), U.K. Higher Education Student Analysis (UK HESA) Joint Academic Classification of Subjects, and Wikipedia.

Finally, Wikipedia classification was the most versatile and useful for our search engine.

https://en.wikipedia.org/wiki/Outline_of_academic_disciplines

Labels and groups:

1. Arts, Performing Arts, History, Languages and Literature, Law, Philosophy, Theology (Group of Humanities)
2. Anthropology, Archaeology, Business, Economics, Human geography, Political science, Psychology, Sociology, Education* (Group of Social Sciences)
3. Biology, Chemistry, Earth sciences, Space sciences, Physics (Group of Natural Sciences)
4. Computer Science, Mathematics, Statistics (Group of Formal Sciences)
5. Engineering and technology, Medicine and health (Group of Applied Sciences)
6. Open to different disciplines, Other (For those that couldn't be classified)

The filter “Country”

As EOSLHE is an observatory for Europe, the filter “Country” allows restricting by European countries. This does not mean a restriction to the Europe political map. It

could include some countries considered surrounding Europe in other kinds of classifications.

In cases of S-L experiences and good practices, this filter refers to the country of the institution that hosts the experience.

In the case of literature, it refers to the country where the work took place. Just in some cases where it hadn't been able to identify, it was classified by the location of the publisher. The location of the publisher means that the scenario of the document can be in another place. For example, an article talking about S-L in China and published in a Britain journal will be classified as the United Kingdom in the EOSLHE browser.

The filter “Interaction”

This filter belongs to S-L experiences. The type of interaction filter refers to how did the students interact with the final beneficiaries of the Service-Learning experiences or Best practices (Face-to-face; Virtual; Mixed; Non-directly; Other).

The filter “Academic degree”,

This filter belongs to S-L experiences. The Academic degree filter refers to what academic degree is the Service-Learning experiences or Best practices linked (Undergraduate; Master; Ph.D.; Other).

The filter “Instruction”

This filter belongs to S-L experiences. The Instruction filter refers to what type of instruction was performed in the Service-Learning Experiences or Best practices (Online; In-person; Mixed; Other).

The filter “Institution”

This filter belongs to S-L experiences. The Institution filter refers to the type of Higher Education institution that hosts the Service-Learning Experiences or Best practices (Public; Private; Faith-based; Academic & College; University; University of applied science; Teacher and training colleges; Other).

The filter “Service area”

This filter belongs to S-L experiences. The Service Area filter refers to what UN Sustainable Development Goals (SDGs) belongs to the Service-Learning Experiences or Best practices.

How does EOSLHE collect and update the materials/resources?

EOSLHE has 2 major types of materials by collection: 1) Primary data, directly collected by EOSLHE; 2) Secondary data, that already been gathered by someone else, in this case, different types of bibliographic resources.

EOSLHE primary data, the S-L experiences and good practices, are collected with one questionnaire and one form respectively, through the webpage application software Gravity Forms, contacting mainly via email and using the convenience sample technique. These materials are continuously collecting and updating.

Bibliography from the scientific citation indexing service (Web of Science) is collected by systematic literature review including service-learning and higher-education-related terms in the title. Each quarter this database is reviewed in order to update new publications.

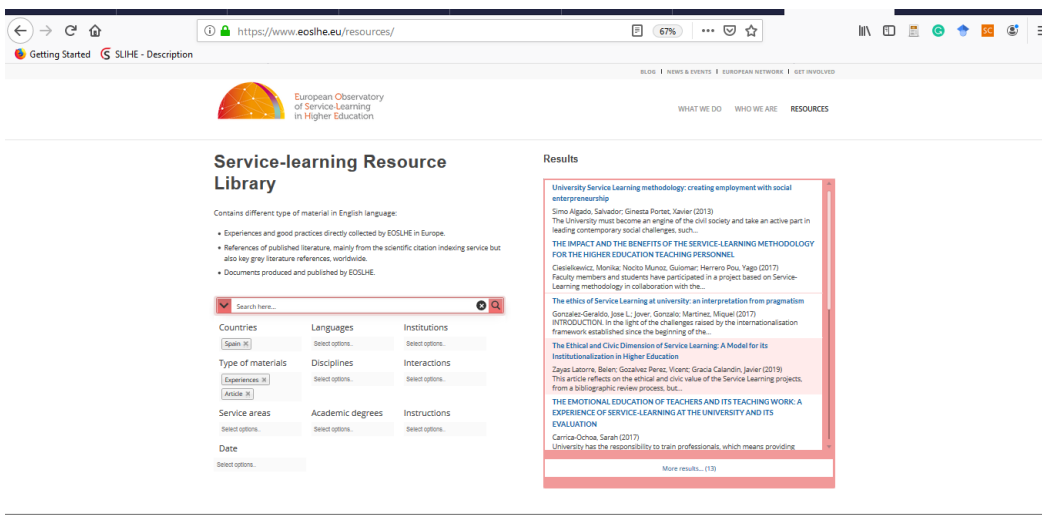
The key grey literature references are including when the Academic Committee of EOSLHE considers it.

Filter combination example

The combination inside one filter operates with the OR Boolean operator. This means that if the user selects Experiences and Good practices in the Type of material filter, it is Experiences OR Good practices formula, and it will result in a list including all Experiences on one hand and all Good practices, on the other hand, available in the database.

The combination among filters operates with AND Boolean operator. This means that if the user selects Experiences in the Type of material filter, and selects Spain in the Country filter, which is Experiences AND Spain formula, it will result in a list just including all Experiences that at the same time meet the characteristic of being made in Spain.

In case the user selects Experiences and Articles in the filter Type of material and selects Spain in the Country filter, results will include all the Experiences and all the Articles that were made in Spain.



Service-learning Resource Library

Contains different type of material in English language:

- Experiences and good practices directly collected by EOSLHE in Europe.
- References of published literature, mainly from the scientific citation indexing service but also key gray literature references, worldwide.
- Documents produced and published by EOSLHE.

Search here...

Countries: Languages: Institutions:

Type of materials: Disciplines: Interactions:

Service areas: Academic degrees: Instructions:

Date:

Results

University Service Learning methodology: creating employment with social entrepreneurship
Simo Algado, Salvador; Ginesta Portas, Xavier (2013)
The University must become an engine of the civil society and take an active part in leading contemporary social challenges, such...

THE IMPACT AND THE BENEFITS OF THE SERVICE-LEARNING METHODOLOGY FOR THE HIGHER EDUCATION TEACHING PERSONNEL
Cisneros, Monica; Nuncio Munoz, Guadalupe; Serrano Pita, Pego (2017)
Faculty members and students have participated in a project based on Service-Learning methodology in collaboration with the...

The ethics of Service Learning at university: an interpretation from pragmatism
Gonzalez-Garado, Jose L.; Jover, Gonzalo; Marinero, Miquel (2017)
INTRODUCTION. In the light of the challenges raised by the internationalisation framework established since the beginning of the...

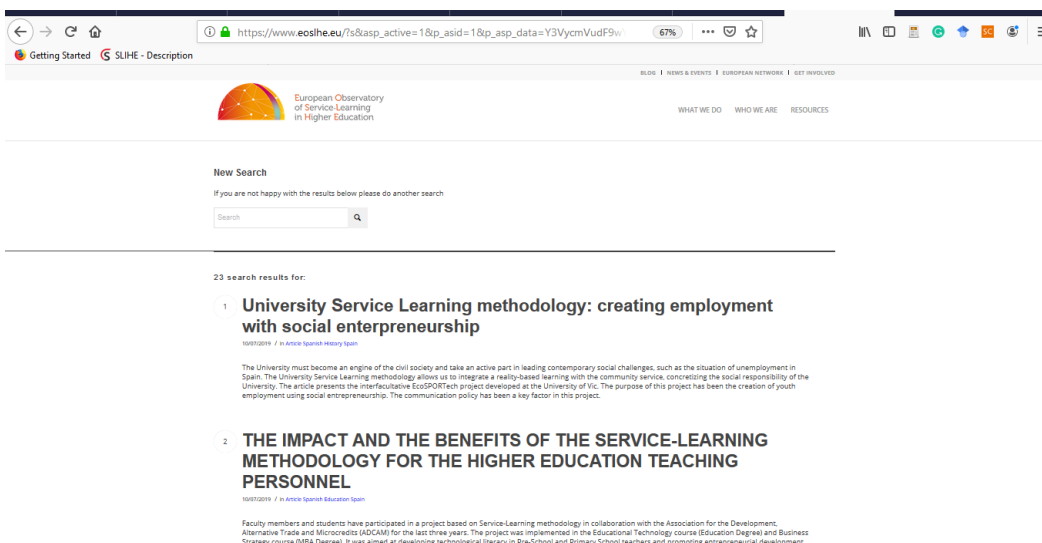
The Ethical and Civic Dimensions of Service Learning: A Model for its Institutionalization in Higher Education
Zayas Lazore, Belen; Gonzalez Perez, Victor; Gracia Calandín, Javier (2019)
This article reflects on the ethical and civic value of the Service Learning projects, from a bibliographic review process, but...

THE EMOTIONAL EDUCATION OF TEACHERS AND ITS TEACHING WORK: A EXPERIENCE OF SERVICE-LEARNING AT THE UNIVERSITY AND ITS EVALUATION
Carriac-Ochoa, Sarah (2017)
University has the responsibility to train professionals, which means providing

More results... (13)

Search results list in more detail

The list of results shows some key characteristics. The user reads the title of the material, the date in which the material was upload to the EOSLHE database, the group or category in the filters in what it is classified, and the abstract when it is available.



New Search

If you are not happy with the results below please do another search

Search

23 search results for:

- University Service Learning methodology: creating employment with social entrepreneurship**

10/2019 / in [service Spanish history Spain](#)

The University must become an engine of the civil society and take an active part in leading contemporary social challenges, such as the situation of unemployment in Spain. The University Service Learning methodology allows us to integrate a reality-based learning with the community service, concretizing the social responsibility of the University. The article presents the interfaciative EcoSPOTtech project developed at the University of Vic. The purpose of this project has been the creation of youth employment using social entrepreneurship. The communication policy has been a key factor in this project.
- THE IMPACT AND THE BENEFITS OF THE SERVICE-LEARNING METHODOLOGY FOR THE HIGHER EDUCATION TEACHING PERSONNEL**

10/2019 / in [service Spanish Educator Spain](#)

Faculty members and students have participated in a project based on Service-Learning methodology in collaboration with the Association for the Development, Alternatives Trade and Microcredits (ADAM) for the last three years. The project was implemented in the Educational Technology course (Education Degree) and Business Strategy course (MBA Degree). It was aimed at developing technological literacy in Pre-School and Primary School teachers and promoting entrepreneurial development.

Each result in detail

Each material in our database has been classified. Clicking on one item from the list the user will arrive in more information.

- S-L experiences: Clicking on one Experience in the list, users will access the complete post that also belongs to the mapping of EOSLHE. This post has some more detail information on the experience. The title, abstract, country, year when the experience was run, the institution that host the experience, the number of the participating students, its interaction with the final beneficiaries of the experience,

the academic degree that host the experience, the discipline where to classify the experience, and the community service area & Sustainable Development Goals.

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Service-learning in a Chinese context: connecting encounters

Students of Chinese Studies undertake a service-learning course of 12 credits during their year abroad in China. They contribute to a local Chinese societal organization (needs are articulated by the organization) and reflect upon their experiences on an academic, personal and societal level. The course requires about 160 hours of service and 160 hours of preparation, reading and reflection. Students are evaluated on their engagement with the organization/pass/fail) and on their reflection products (with grades).

After returning from China, there is a 'debriefing' or 'celebration' in which students share their experiences and lessons learned. Academic content focuses on intercultural interaction, Chinese versus western cultural patterns and deontology of area studies. Furthermore, students need to get acquainted with the theories concerning the social topics of their organization in China. Instruction is online through the learning platform and reflection is in (digital) writing. The Deal model is used for reflection (Ash & Clayton).



Country: Belgium
 Year: 2019
 Institution: KU Leuven
 # of students: 13
 Interaction with beneficiaries: Face-to-face
 Academic Degree: Master degree
 Discipline(s): Languages and literature
 Community Service Area & SDGs: Not apply

2. Good practices: Clicking on one Good practice in the list, users will access to the complete detailed and qualitative form of the project.

Mothers Unit

Mothers Unit is an innovation and valuable resource for parents who have to face parental responsibility and have either child or adult that can't be able to receive their mother in a stimulating and safe environment for the children's development. The AMPARA Association carries out social activities with the Mothers Unit through a project agreed with the Secret of Education of the Communities of Madrid (COMU). These activities are aimed at mothers who face in practice because their children are living a serious. The development of these activities requires the support of volunteers to accompany and facilitate learning and leisure experiences for children.

During the 2017-2018 academic year, this project was developed within the service learning course of the School of Teacher Training and Education (BPE) 18 students. This year has been one of the most demanding periods for the course. It has had an impact on attendance and attendance from the only AMPARA, which has actively participated in some of the activities carried out at the School of Teacher Training and Education.

This project began in the academic year 2016/2017. In these two years, it has achieved a great degree of stability, faculty members, and university partners' involvement and satisfaction. At present, some of the students in the first year continue to develop the service in the study and it is expected that this work will also be maintained with the students of the 2018/2019 course.

Social Needs Covered by the Service-Learning Experience

- Wages of services care for children at risk of exclusion.
- The AMPARA Association organizes workshops for mothers. To be able to attend the workshops, they need solutions to accompany their children. In addition, these children only go outside with mothers, so their role is essential for their social development. Only with the support of the volunteers can these children learn and act with other people and go outside.
- Chimpanzee, the children will enjoy under the great advice of the volunteers of the AMPARA Association take them out for a walk.

Link the Experience to the SDGs

- Goal 5: Gender Equality
- Target: The physical, emotional and social development of children is equally important for the equality of adults, and a personal and social issue that goes from this generation, for equality of adults and the educational and social inclusion, which must mean the biggest contribution of the project and promote measures that act as compensating element for groups at risk of.

Service Objectives

- Accompany children between 3 months and 6 years old in the playgrounds that they carry out in the park while their mothers are participating in meetings/workshops.
- Facilitate stimulating activities experiences for children.

Learning Objectives

- Understand the educational and learning processes for the period 0-6 years old with their family, social or school context.
- Know about the basics of early care.
- Recognize the negative psychological, emotional, social and affective characteristics of early childhood.
- Know the psychology of attention of the education of children with gross and fine skills, and promote participation in collective activities, cooperation work, and individualization.
- Critical reflection on the following subject contents: the right to education, equity in education.
- Recognize personal responsibility in activities that are occurred, and identify and reference their own communication and methodology rights.
- To know about the value of informal education context, including opportunities for children 0-6 years old, and discover their own role in their development.
- Develop basic skills: personal development of the student who provides the service, self-esteem, Personal Effectiveness, Presence, Self-control.
- Develop: Take into account: Valuing the other's, justice, solidarity, Empathy, Respect in Rights to Basic needs, Health, Identity.
- Reflex on the differentiated bases of the activities where the service has been carried out (children, families, identity, etc.) and value them for the social rights recognized in our society and in the European Union.

Link to Curriculum

Within the framework of the Administration University of Madrid has found an opportunity for its students in the development of courses of its general competences defined by the European Higher Education Area through active and voluntary participation in experiences of community service. This methodology of service learning is part of the training of our students since 2006 and has been developed integrated into the subjects of the university degrees and in the specific course of Service Learning that begins in 2016. It is a specific course of 9 ECTS in which students receive theoretical training, guidelines in planning activities, reflection, and evaluation of the experience as well as the development of the service to the Mothers Unit in weekly and alternative methods. Participation in this project allows developing skills related to teamwork, skills in interpersonal relationships, recognition of diversity and individualization, critical capacity, motivation and the implementation of personal and social commitment and special relevance to learning of university students.

Activities Carried Out for Achieving the Service Objectives

Within the framework of the Administration University of Madrid has found an opportunity for its students in the development of courses of its general competences defined by the European Higher Education Area through active and voluntary participation in experiences of community service. This methodology of service learning is part of the training of our students since 2006 and has been developed integrated into the

- References: Users will read the title, the date in which the material was upload to the EOSLHE database, the group (category in the filters) in what it is classified, the author(s)'s name, the publisher, the volume, issue, pages, DOI when are available, the language in which is written the full document, the country in which the work took place (when it was not possible it will refer to the country of the publisher), the abstract and the abstract when it is available, the author keywords (in cases the author did not add its own keywords, keywords plus or Web of Science keywords were included), a link to read more (this link works in cases the user has access), tags linked to the reference, links to share in social media, and the option to link to other materials related to the topic of the search.



The screenshot shows a search result for a research article. At the top, there is a navigation bar with the EOSLHE logo and the text "European Observatory of Service Learning in Higher Education". Below this, the article title is displayed in large, bold letters: "Working to learn and learning to work: A profile of service-learning courses in university public relations programs". The author's name, "Wilson, Glenn P.; Mierman, Deborah A.; Baubler, Dennis John", is listed below the title. The article is categorized as a "PUBLIC RELATIONS REVIEW". A table provides details about the article, including its volume (26), issue (2), pages (142-156), and DOI (10.1177/10534269.2009.02.026). Another table indicates the language is English and the country is Ohio. An abstract follows, describing the study's purpose and findings. Below the abstract, there are sections for keywords, tags, and a "Share this entry" section with social media icons. A "You might also like" section recommends related articles. At the bottom, there are links for "Privacy Policy", "Cookies Policy", "Share your experience", "Share your good practices", and "Subscribe to the Newsletter", along with social media icons for Facebook, Twitter, LinkedIn, and YouTube.

- Materials produced and published by EOSLHE: Clicking on EOSLHE own material users will access to the complete document.

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