

ISSUE

03

NOVEMBER
2021

NEWSLETTER

Engage to learn-Learn to engage



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Coming up in December 2021:

EASLHE Annual Report 2021

"Building on civic engagement during pandemic times"

RESEARCH Report & GUIDELINES

"Institutionalisation Of Service-Learning In European Higher Education"

EASLHE proposes the institutionalization of Service-Learning in European Higher Education to promote civic engagement, contribute to the development of a fairer society and improve academic and social learning that favours the development of the students' competences.

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EASLHE

European Association of Service-Learning
in Higher Education

European Association of Service-Learning in Higher Education, EASLHE.

MISSION

To promote the development and dissemination of practice, research, institutionalization and policymaking on service-learning in European higher education.

GOALS

- to disseminate and exchange information, good practices and knowledge about service-learning
- to foster and develop training activities and resources
- to establish links between local, transnational and global networks
- to organize meetings, exchanges, seminars, conferences, congresses and other events, alone and/or with groupings pursuing the same objective
- to advocate S-L development in higher-education institutions in Europe
- to contribute to the development of policy recommendations and initiatives
- to support individuals and institutions in developing service-learning projects
- to conduct and encourage research and scientific publications on service-learning
- to raise funds, receive legacies and donations to achieve the goals of the association

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EASLHE has elaborated a definition for Institutionalisation of service-learning as follows:

***Institutionalization of Service-Learning** is a multifaceted process that integrates civic engagement values into higher education curriculum of an institution so that service-learning becomes part of the culture of the institution. It implies the inclusion of service-learning in the strategic plans of the institution, to provide resources needed to support the use of this methodology, including a service-learning office, staff, funding and space, training, faculty rewards, credit recognition for student participation, and a program evaluation.*

Policy Brief [A European Framework for the Institutionalization of Service-Learning in Higher Education](#)



RESEARCH UPDATE

EASLHE Annual Report 2021 “Building on civic engagement during pandemic times” (DEC 2021)

The content of this report will focus on two different types of service-learning experiences in European higher education. The first part of the report will be about introducing the readers to the general profile of the respondents of service-learning experiences and Covid-19 responses. The second part will stay focused on the implications of the main findings of the respondents of service-learning experiences and Covid-19 responses.

In the first chapter, information will be released about general information, the profile of the respondents, main institutional findings, faculty-curricular findings, student findings, community findings, and the main representative and important curricular and service areas of service-learning experiences. In the second part, the readers will find information concerning the social distancing imposed by the COVID-19 pandemic and the consequential adoption of online teaching.

In fact, such adoption has forced universities to radically rethink their approach. Not only was there a need to innovate teaching methods with different timings

and stimuli, but also to find strategies to respond to urgent needs emerging from local and global contexts.

In this scenario, e-Service-Learning (e-SL) has proved to be a useful approach both for responding to the educational challenges linked to new interaction spaces and for responding to the need to be together, with and for the community, at a time when it was not possible to do so in person.

The questions that will guide this exploratory study are:

- 1) What needs related to COVID-19 did the e-Service-Learning projects address?
- 2) How were the e-Service-Learning projects developed in terms of virtual design?
- 3) How and to what extent is technology involved in the e-Service-Learning projects?
- 4) How is the new interaction with the communities in an online environment and what is the extent of the projects' impacts?

The final comment will focus on the fact that European service-learning experiences has focused on the enrichment of human life beyond the accumulation of good grades for a good job.

Alvaro Ribeiro, EOSLHE Researcher

EASLHE is an association with the purpose of strengthening the collaboration and exchange of experiences of Service-Learning. EASLHE not only disseminates educational and social projects based on this methodology, but also promotes research and support the processes of institutionalization of the Service-Learning in European higher education institutions.

For this purpose it was set up a Research Working Group made up members of EASLHE General Meeting and EOSLHE Researcher.

The first product elaborated by this working group was the *Practical guide on e-Service-Learning in response to COVID-19* to support adapting Service-Learning courses to our new reality.



Please, take this opportunity to

PLACE YOUR SERVICE-LEARNING EXPERIENCES ON THE MAP!



Mapping of the SL Experiences in European Higher Education



**SHARE HERE YOUR
SERVICE-LEARNING EXPERIENCE**



**SHARE HERE YOUR SERVICE-LEARNING
EXPERIENCE AS RESPONSE TO COVID-19**

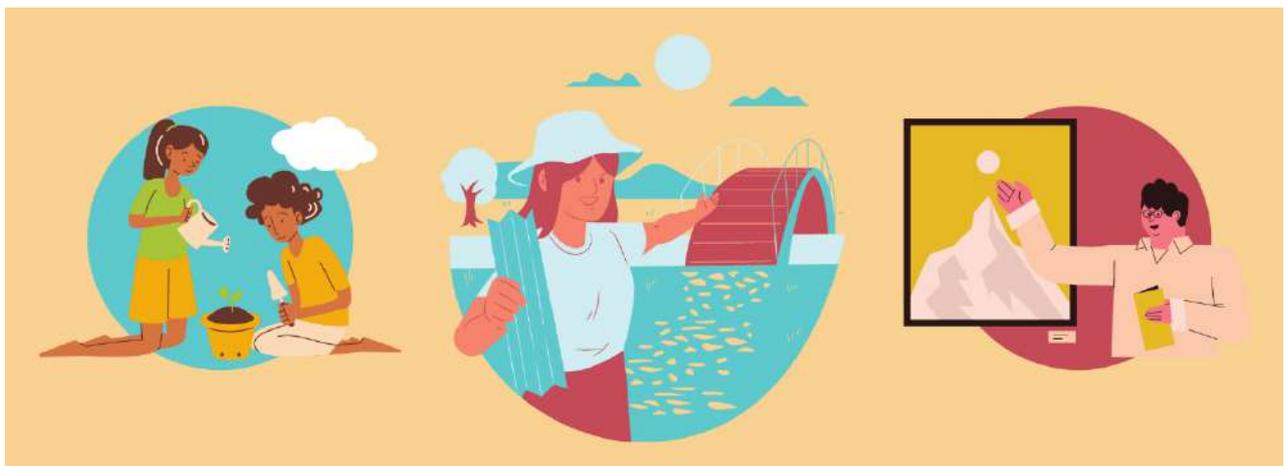
EASLHE participated in the Uniservitate II Global Symposium (28TH - 29TH OCTOBER 2021).

The objective of this paper is to highlight some reflections that permeate S-L European experiences, published in the European Observatory of Service-Learning in Higher Education, between January 2020 and September 2021. These are reflections regarding issues such as the contribution of S-L to the development of a culture of political and civic literacy within higher education, and the response of S-L to European Union policy, to the tripartite missions of higher education institutions, and towards engagement with broader societal issues.

A content analysis was made of 102 S-L experiences and summaries. In terms of the main conclusions, it seems that universities are running service-learning projects aiming to establish democratic foundations for future achievements in terms of social justice activism, social change makers, and thus fostering the universities' third mission.

It seems that more than developing service-learning projects aiming to participate in and contribute to the policy process, European universities are fostering previous steps in the ladder of empowering students with skills and knowledge to make the change. We point to the fact that, in this sense, a service-learning project may be defined as a comprehensive socio-educational endeavour, designed in a way of combining research and teaching with civic engagement, continuously negotiating collaborations and partnerships, staying permanently tuned and adapted to personal and social emerging needs and sustainability issues.

Alvaro Ribeiro, EOSLHE Researcher



The Voice of Community Partners within European Service-Learning

Christian Compare, Alžbeta Brozmanová Gregorová, Irene Culcasi, Pilar Aramburuzabala and Cinzia Albanesi

Service-Learning represents one of the actions for community engagement institutionalization and a way to achieve the teaching and learning objectives of the university and answer to local organizations' needs identified by the community. While findings on the benefits and impact of Service-Learning experiences on students are investigated, studies on the community partners' perspective are rare, especially in higher education and European settings. This study aimed at exploring community partners' perspectives on Service-Learning effects, motivations to join Service-Learning experiences, organizational empowerment, reciprocity, and civic responsibility.

Twelve semi-structured interviews were conducted with community partners from different organizations across Europe (Italy, Spain, and Slovakia). Results highlighted (1) positive material and social effects on the community members and organizations; (2) relational, intrinsic, and extrinsic motivations, usually intertwined; (3) underpinned organizational empowerment processes;

(4) empirical declinations of the Dostilio's reciprocity model; (5) being 'bridges', 'farmers', and 'guides' as ways to frame the co-educational role that community partners recognize; and (6) sense of community and sense of belonging as frameworks to understand and interpret the sense of responsibility and the engagement usually linked to Service-Learning experiences.



Universities Meet Local Communities

Service-Learning in Higher Education

4th European Conference on Service-Learning
in Higher Education



ECSLHE2021



4th European Conference on Service-Learning in Higher Education took place online

ECSLHE2021 aimed to be a source of exchange of knowledge from the field of practice and research of service-learning and of building networks in this field. It also offered space and voice for critical reflection on community engagement, the need for embedding service-learning in the curriculum, and the value of practical experiences in service-learning for students, teachers, and community partners since it focused on the contemporary challenges of university-community engagement and partnerships

CONFERENCE TRACKS

- Theoretical considerations about Service-Learning and e-Service-Learning;
- Empirical research & practical experiences;
- Implementing university-community partnerships;
- Embedding Service-Learning courses in the curriculum;
- Designing (E-) Service-Learning courses.

ECSLHE2021 took place in September and was organized by the European Association for Service-Learning in Higher Education, EASLHE in collaboration with the partners of the ERASMUS+ Project ENGAGE STUDENTS - Promoting Social Responsibility of Students by Embedding Service-Learning into Educational Curricula.

It was a great success for the quality of the presentations as well as for the high participation of 162 people from 14 European countries and 9 worldwide, namely: Austria, Belgium, Brazil, Cameroon, Canada, Chile, Croatia, Ecuador, Germany, Ireland, Italy, Kazakhstan, Lithuania, Netherlands, Poland, Portugal, Romania, Slovakia, South Africa, Spain, United Arab Emirates, UK, USA.

The two-day program consisted of [40 presentations](#) and [27 PechaKucha presentations](#), [2 workshops](#), [4 keynotes moments](#) and an Open General Meeting of the EASLHE.

Key Note Speakers

[Dr. Rajesh TANDON](#) “Key principles of Participatory Research for Sustainable Development”

In his presentation, Dr. Rajesh specified some urgent actions to take into account, such as: Post-pandemic ‘re-think’ on substance of ‘sustainability’; Community-driven adaptation, circular economy and local actions; Critical choices about life-styles and consumption patterns;

Public investment in nurturing ‘nature’ & human health.

He highlighted key messages from participatory research: Valuing Experiential, Indigenous, Everyday Knowledge; Relevant Research Begins with Local Partnerships; Partnership Research Generates Ownership for Actions; Mutual Accountability in Knowledge Production and Utilisation.

[Dr. Rebecca DAVIS](#) “Advancing Best Practices in Child Protection through Global Service Learning”

Her presentation focused on the premise that global service-learning in higher education provides a pedagogical challenge for ethical, evidence-based education and service with attention to social justice. As service-learning and community engagement (SLCE) has flourished in higher education, experiences that challenge practices that reinforce deficit thinking and privileged perspectives are critical in global and local service-learning experiences. Her presentation also explored “Orphan Tourism” as an example of how service-learning can perpetuate and “glorify” harmful practices in child and family protection, even with the best of intentions. She also stressed that UNICEF’s global initiative to combat “orphanage volunteerism” and promote ethical forms of global engagement is highlighted within the context of the historical evolution of evidence-based, reflective service-learning practices in child protection, with initial beginnings in Eastern Europe.

EASLHE Open General Meeting to all the conference's participants.

What can EASLHE offer you and your institution?

- Information and exchange such as latest research findings, teaching materials
- Annual European Conference
- Quarterly Newsletter
- Summer School
- Certificate or official recognition as SL academic
- Resources
- Space and time for dialogue
- Training for teachers/lecturers
- Opportunities for collaboration

How can you get involved with EASLHE?

- Share SL experiences, publications, workshops, empirical research methods, assessment tools;
- Actively participate in survey requests from EASLHE;
- Invite other colleagues to join EASLHE;
- Connecting people and networks



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[Dr. Carol MA](#) talking about *Current and Future Trend of Service-Learning Development in the World*.

She highlighted that service-learning has been promoting in the past two decades as a pedagogy to advance student learning, faculty scholarships and community partnership. She also pointed out that there is a rapid development of Service-learning with growing international/regional networks and a more robust evidence base. She stated that educators are increasingly searching for ways to incorporate service-learning more broadly into their academic, social innovation and study abroad programmes. Given the severity of the Covid 19, Carol MA said that there is a collective movement for racial justice, aged care and existential threats caused by global warming, and that more educators have developed E-Service-learning curriculum and international Service-learning webinars to engage students, community partners and faculty members from local to global.

[Dr. Wolfgang STARK](#) & [Ariane HAGL](#) describing a two-year process of designing the idea of *Universities of the Future - CoCreating Transformative Relations between Students and Communities*.

A group of university leaders, teachers and community activists have reflecting on 'What kind of universities do we need to tackle the challenges of our future?'

Within 4 level perspective raising the following questions:

- How can we learn to work and collaborate together?;
- How to Create spaces for reflection and creativity?;
- How do we re-invent a co-creating relationships (civil society - universities - business)?;
- Do we need to rethink and test our traditional roles?;
- How to connect creative -artistic thinking with research and teaching?;

- How to detect, develop and teach new competencies needed for societal transformation?

25 in-depth interviews with international students have been part of an artistic process to create the idea of the university as a piece of art and results were paralleled by student's voices about their ideas of a 'university of the future'.

Workshops

Evaluating SL: an online participatory workshop was organized by University of Bologna, Complutense University of Madrid and University of Leuven to connect multiple ideas and perspectives on service-learning evaluation. The workshop presented the results of a small-scale participatory research on SL evaluation that received seeds funding from UNAEUROPA and use them to engage the participants of the European Conference in small group conversations on SL evaluation challenges using the World Cafe methodology. Final plenary session to wrap up the small-group discussion.

ENGAGE STUDENTS Workshop was a multiplier event of the project [ENGAGE STUDENTS](#) - *Promoting social responsibility of students by embedding service-learning within HEIs curricula* (2018-1-RO01-KA203-049309) to present the project and their main results.

The main results are:

1. Online Spring School - Service Learning and Students Involvement
2. Service Learning. A Workbook for Higher Education
3. Service Learning Methodology Toolkit - Comparing Practical Teaching Methods in Higher Education
4. Winter School - Teachers' Training Week on Service Learning and Student Engagement

All the presentations are available at:

<https://www.engagestudents.eu/ecslhe21/>



Engage Students Project

Announces its Final Results

ENGAGE STUDENTS,

A three-years project co-funded by the ERASMUS+ KA2 (2018-1-RO01-KA203-049309) has been implemented by a consortium of 6 European universities:

- University Politehnica of Bucharest (RO) - coordinator
- Universität Wien (AT),
- Dublin City University (IE)
- Università Degli Studi di Roma La Sapienza (IT)
- Kauno Technologijos Universitetas (LT)
- Universidade do Porto (PT)



Teaching approaches:

Seven practical teaching approaches were displayed using definitions, examples, and quotes from interviews with higher education teachers:

- 1) community-based research,
- 2) project-based learning,
- 3) (participatory) action research,
- 4) internships,
- 5) volunteering,
- 6) social entrepreneurship and
- 7) Action-reflection methodologies.

ENGAGE STUDENTS at a glance

ENGAGE STUDENTS focused on the social responsibility of Higher Education institutions at the student and teacher level having as general objective 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 aimed to:

- Explore the existing methodology of service-learning and other forms of community-related learning and research;
- Develop a methodological toolkit and a pedagogical workbook to be used by teachers;
- 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.

RESULTS

Service-Learning Methodology Toolkit

The toolkit has been developed to be a practical toolkit for educators who want to promote service learning. The toolkit gave an experienced-based and evidence-based insight into seven practice-oriented teaching methods in higher education, highlighting the service learning approach. It can be viewed as a contribution to closing the theory-practice gap in higher education teaching.

Service-Learning. A Workbook for Higher Education

The workbook draws on theoretical aspects and practical experience of the project members from five partner universities, from planning and implementing service learning courses at university level. In comparison to the Service Learning Methodology Toolkit, the Workbook solely concentrates on service learning as a teaching methodology.

The workbook gives basic information and practical guidance for those who are unfamiliar with this pedagogy, want to change their applied course-work and are interested in promoting students' civic engagement. It also offers numerous possibilities for reflection and in this sense increased critical awareness about the possibilities and constraints of applied course-work as such.

It also includes relevant aspects and topics of teaching with this approach: 1) service learning as a didactic approach, service learning compared to other methodologies, benefits of the service learning approach, establishment of a service learning culture at university level and organising institutional support, and service learning as a process.

The workbook can be used as a resource book to guide new ideas and course-work planning, addressing practical skills of students during their studies.

Study on Students' Experiences with Service-Learning Synthesis Report

The report presents a study on student experiences with service learning (SL) within the partner universities. The SL courses were offered by different institutions and departments of the Engage Students' project partners with a total of 18 SL projects implemented during the 2020-2021 academic year. The study on these experiences included a blog and a questionnaire for analysing students' experiences with this approach, as well as a survey completed by teachers at the end of the experience where they shared information about each course and their reflection on the experience.

Project staff members and teachers who were involved in the project provided guidance to the students during their service learning projects and there were regular meetings in class to reflect these projects. Students maintained a diary throughout their courses, and shared some of their views on a student blog. The analysis of qualitative data involved a thematic analysis both for teachers' surveys and student's blog entries; for the questionnaires, a statistical analysis was performed.

The results are organised in three sections: teachers' perceptions of SL courses main challenges; students' experiences with SL - analysis of testimonies in the blog; and students' experiences with SL - analysis pre- and post-test questionnaires. Results show a very positive reception by both teachers and students, with perceived gains in students' academic, personal and civic development and on the reinforcement of links between universities and communities.

Service-Learning Hub

The Service-Learning Hub has been designed as a space allowing teachers developing service learning activities within their courses to match with community partners' service learning needs, students to choose service learning opportunities (curricular and/or extra-curricular) and community actors to publish their service learning offers/opportunities.

Winter School - Teachers' Training Week on Service Learning and Student Engagement / University of Vienna / 17-21 of February 2020

The Winter School offered an intensive training about Service Learning and other methodologies to embrace student engagement at university level (30 hours). Considering that Service Learning is becoming more and more popular, the Winter School intended to discuss how university teachers plan, coordinate and implement Service Learning. The main target groups were teachers in Higher Education institutions who already work with the Service-Learning Approach and other project-based methodologies or who plan to work with it. Participants of the Winter School came from Lithuania, Portugal, Ireland, Romania, Germany, Indonesia, Iran, and Austria. The Winter School provided lectures from European experts, interactive exercises, the opportunity for an international exchange of knowledge with other educators and the presentation of a workbook of how to do Service Learning.

During the Winter School, participants reflected on different perspectives on Service Learning and acquired new didactical skills. They created networks for knowledge sharing and so are able to start innovative and high-quality projects in their lectures in the future. The Winter School created an intellectually creative, challenging and inspiring space for dialogue and inquiry.

Final Multiplier Event - Universities Meet Local Communities. Service-Learning in Higher Education / 15-16 of September 2021

Final Multiplier Event has been organized in conjunction with ECSLHE2021 - The 4th European Conference on Service Learning in Higher Education co-organized together with European Association for Service-Learning in Higher Education. The event gathers 84 participants - 62 outside the partnership and focused on presenting the workbook on service-learning and the main results of the ENGAGE STUDENTS Study related on students' experiences with service-learning.

For more info, please access the project website at: <https://engagestudents.eu>

Teachers' perspectives on service learning - why and how higher education teachers apply the service learning approach to promote the engagement of universities with the community

Katharina RESCH, University of Vienna, Austria

Gabriel DIMA, University Politehnica of Bucharest, Romania

There are numerous forms of applied coursework in higher education, one of them being Service-Learning - a teaching approach that promotes social responsibility of students. The chapter presents the results of an empirical study undertaken within the ENGAGE STUDENTS project that investigated the perspectives of teachers on Service-Learning, since there is extensive research about students' perspectives, but those of teachers are relatively invisible. Based on qualitative interviews with n=41 teachers from Austria, Lithuania, Italy, Portugal, and Romania, the study focuses on the inputs, processes of approaching community partners, and perceived outputs of this teaching approach. The findings show that some teachers perceive their faculties as non-supportive, while others receive institutional support in contractual issues or matching services. Teachers report complex processes of either self-signaling community partners or applying diverse promotion strategies to find partners. Most outputs of Service-Learning were reported for students. This chapter shows the importance of strengthening the role of teachers in Service-Learning as a contribution to social responsibility in teaching.

Keywords: Service-Learning, Higher education, Teacher perspectives, Didactics.

Reference:

Resch, K., Dima, G. (2021). Chapter 7 | Higher Education Teachers' Perspectives on Inputs, Processes, and Outputs of Teaching Service-Learning Courses. In Managing Social Responsibility in Universities. Organisational Responses to Sustainability. Tauginienė, Loreta, Pučėtaitė, Raminta (Eds.). Palgrave Macmillan. ISBN 978-3-030-70013-3. DOI: 10.1007/978-3-030-70013-3_7.

Works of EASLHE members update

PhD thesis: “From Service-Learning to e-Service-Learning: the role of technology-mediated experience for soft skills development in Higher Education”

Irene Culcasi, founding member of the European Association of Service-Learning in Higher Education submitted her doctoral thesis entitled “From Service-Learning to e-Service-Learning: the role of technology-mediated experience for soft skills development in Higher Education”. The PhD program is in Contemporary Humanism - curriculum Education, at the LUMSA University of Rome, in co-tutorship with the Pontificia Universidad Católica de Chile.

Abstract:

Current higher education policies require universities to prepare students to integrate into an ever changing society where knowledge and hard skills quickly become obsolete. For this reason, it is necessary to encourage students to develop transversal competences, or soft skills, which are essential not only for their professional future but also for their personal well-being, to exercise citizenship skills and to contribute to social progress. By adopting a mixed-method research approach, this study aimed to demonstrate the effectiveness of Service-Learning, taking up the challenge of the pandemic-imposed change that led to its online application in the form of e-Service-Learning (e-SL).

Specifically, three case studies were carried out involving two samples of Italian university students, enrolled at the LUMSA University of Rome, and a sample of Chilean university students enrolled at the Pontificia Universidad Católica de Chile.

The work presents results on the validity of e-SL both in its 100% online application and in a hybrid mode, in which the instructional component was delivered in presence and the service component was delivered online. The study also offers a categorization of the types of technological interaction in e-SL in relation to students' competence levels.

The results show that e-SL is a suitable strategy for developing: students's *personal competences*, such as leadership and self-assessment; *social competences*, such as communication, conflict management and negotiation skills; *methodological competences*, such as analytical skills, creativity and innovation skills, and problem solving; and *digital competences*, such as information and data processing, digital problem solving and digital content creation. The study, therefore, analyses the value that students assign to the experience, both from a professional and personal point of view, and offers a prospective view of the limits and opportunities offered, or imposed, by the online dimension for the implementation of projects. Ultimately, e-SL seems to produce positive results that relate to the university training dimension, from the perspective of both competence development and integral formation of the person. The e-SL, also in the online application, places the students in a training experience that concerns the cognitive sphere but also the affective-emotional, physical and practical ones, acting positively not only on the visible performance but at a deeper identity level, underlying the link between soft skills and values, and allowing them to have a positive experience of themselves in a community context.

Building Communities. The Service-Learning approach

AVE publishes the book *Building Communities. The Service-Learning approach* edited by Maria Cinque, Irene Culcasi and Laura Dalfollo, in the “Educare Oggi” collection.

The book comes from the conference organized by the LUMSA University and the Postgraduate School Educating for Encounter and Solidarity (EIS), as part of the initiatives for the Global Compact on Education. Starting from the conviction that citizenship is not just a content to be transmitted, but an experience to be lived, Service-Learning asks students to perform concrete actions of solidarity towards the community in which they work, collaborating with local institutions and associations. This creates a virtuous circle between learning in the classroom and service in the community.

The Postgraduate School Educating for Encounter and Solidarity EIS, promoted by the LUMSA University of Rome, operates mainly in the field of research and teacher training, on these topics: Service-Learning, soft skills and active citizenship.



Service-Learning and Social Interventions with elderly people, Social Work Study Centre, Faculty of Law, University of Zagreb, Croatia

The elective course Service-Learning and Social Interventions was piloted in the summer semester of the academic year 2020/21. It was designed for the first-year social work students within the Study Center for Social Work, Faculty of Law, University of Zagreb and organized in partnership with four different organizations (three NGO's and a nursing home for elderly people). Partner organizations - [Ambidexter](#), [Pragma](#), [Udruga za kreativni socijalni rad](#) and [Dom za starije osobe "Park"](#) - mutually differed in the type of service they provide and in characteristics of their beneficiaries.



Due to the Corona pandemic, students attended classes in full-online format instead of face-to-face as it was originally planned; in agreement with community partners - and with respect to epidemiological measures, students who resided close to community partners and who expressed the desire to provide service face-to-face were allowed to do so, while others provided service online. A total of 5 student teams (consisted of min 4 and max 7 members) conducted 5 S-L projects for/with 4 community partners. Students were required to work in teams, to reflect and critically think about each phase of their S-L experience (by means of work diaries and online group discussions) and to provide a minimum of 25 hours of service (each). During the S-L course, students were applying knowledge and skills attained in courses Introduction to psychology and Interpersonal communication.

Community partners evaluated S-L projects as highly successful and students also indicated that the S-L experience was highly useful and rewarding. Among other things, students pointed out that participation in S-L projects had a positive effect on their attitude towards study and future career, enrichment of acquired knowledge, sense of personal achievement, self-esteem and understanding of social differences. The evaluation process of the entire S-L course demonstrated students' improvement in social responsibility personal values, participation skills, teamwork and civic efficacy, with the latter improving more in case of face-to-face interaction.

Second Italian Festival of Service-Learning



The second Italian Festival of Service-Learning will take place in Venice Mestre, Italy, at the Museo del Novecento (<https://www.m9museum.it>) from 24 to 26 November 2021.

The Festival will be dedicated to the presentation of Service-Learning projects implemented by Italian schools of all levels, in the three-year period 2018-2021.

The initiative aims to promote and enhance the methodological-didactic approach of Service-Learning, which combines curricular teaching-learning with the development of solidarity activities to meet the real needs of citizenship.

To open the Festival there will be a round table on "Service-Learning in the international scenario" with

- Pilar Aramburuzabala (European Association of Service-Learning in Higher Education & University of Madrid - Europe)
- Italo Fiorin (Postgraduate School "Educating for Encounter and Solidarity" EIS, LUMSA University - Italy)
- Andrew Furco (University of Minnesota - United States of America)
- Nives Tapia (Centro Latinoamericano de Aprendizaje y Servicio Solidario - Latin America)

All the proceedings can also be followed in streaming via the Facebook platform.



[Festival-nazionale-del-Service-Learning](#)

Flemish Network event 'service-learning for sustainability' - 9 November 2021

On the 9th of November 2021, the [Flemish Network for Service-Learning in Higher Education](#) organized a third network event for its members and for professionals interested in service-learning in Flanders. After two years of online meetings and webinars, it was a relief to finally meet each other in person. The face-to-face contact created space for real networking and for exchanging experiences.



The keynote speech, presented by Katrien Monden of [Duurzaam Educatiepunt](#) of the Flemish Government and Leen Van Gijssel of [UGent](#), taught us how service-learning as a pedagogy can strengthen education for sustainability, but also how sustainability thinking can improve service-learning projects. The presenters showed different theoretical frameworks to look at sustainability challenges and shared hands-on ideas on how to strengthen the relation between service-learning and sustainability in an educational context.



Several teachers and education professionals illustrated possible opportunities to bring service-learning and sustainability together in their good practices. These examples fueled the discussions and exchanges during the rest of the day. The day ended in a joint reflection between all participants, where insights of the day were brought together. It was a fruitful network event that inspired participants to further develop their own service-learning practices.

Presentation of the report 'Service-Learning in Flanders, state of affairs'

At the network event of 9 November 2021, the first report of the Flemish network was presented. The content was provided by all member institutions of the Flemish network. Aim of this report is to give an overview of the current state of affairs of the use of the service-learning pedagogy in Flemish higher education institutions. It is also an encouragement for the institutions to further develop service-learning projects and to embed the service-learning pedagogy on a structural, institutional level.

The report contains:

- An overview of the current integration of service-learning at the different higher education institutions of the network;
- Inspirational examples of service-learning practices from the different higher education institutions of the network;
- An overview of international collaborations and projects in which the members of the Flemish network are engaged.

All the materials, presentations and full report area available in Dutch on [our website](#).

By Kaat Somers, coordinator Flemish Network for Service-Learning in Higher Education



On Wednesday, June 16, 2021 we offered an virtual event, called "Aktionstag - Engagiert Studiert"

The action day addressed students and teachers of all study programs, non-profit organizations and municipalities from the Nuremberg Metropolitan Region, and everyone who wanted to find out more about service learning at the TH Nuremberg. It was a premiere at the TH Nuremberg: a virtual networking event that focused especially on connecting students with regional non-profit organizations. Students and non-profit organizations could talk directly about which projects they wanted to realise in the future.

- In the 3D exhibition, non-profit organizations presented their project ideas for study, research and teaching projects.
- The concept of service learning and good practice (teaching and study projects, theses) has been presented in specialist panels.
- Experts reported on their experiences in cooperation with non-profit organizations in teaching and research
- In pitch sessions, non-profit partners presented their concrete cooperation ideas for projects with students.

The action day "[Engagiert Studiert](#)" was sponsored by the Bavarian Ministry of Family Affairs, Labor and Social Affairs, the Kerschler Civic Foundation and by the federal-state program "Innovative Hochschule". The action day was supported by the City of Nuremberg and LEONARDO - Center for Creativity and Innovation, among others.

[Service Learning landing page](#)

[Youtube Video "Service Learning at Nuremberg University of Applied Sciences"](#)



SERVICE-LEARNING NATIONAL NETWORKS UPDATE

This space is dedicated to publish information shared by the formal, non-formal and informal Service-learning-national networks

“Micro-Program Civic Engament”

[CIVIS, A European Civic Univerity](#) has launch the Micro-Programme Civic Engagement organized by the University of Bucharest, the Universidad Autónoma de Madrid and the University of Tübingen.

Modern higher education institutions aim at fostering the interrelationship with their environment and society on an equal footing. Entailing active dialog with diverse public and private bodies as well as promoting civic engagement throughout academia, is a key pillar of CIVIS's goals. In its educational programs, the member universities, therefore, strive to train their students in this regard. This way, they can become well-informed and deeply motivated citizens, provided with a critical sense and capable of analyzing problems and seeking solutions for those who are raised to society, apply these and assume social responsibilities.

Many citizens volunteer in various areas such as humanitarian aid, health, education or the environment.

The idea behind the Micro-Program Civic Engagement is to **apply academic theory into practice in a community context and exchange perspectives on current societal issues with fellow students across Europe.**

It is divided into independent modules where students can choose to do one, two or the three of them. Each module has credits allocated.

- I. Service-Learning course
- II. Record of civic engagement
- III. Civic Engagement in Europe, a Transdisciplinary Approach

The micro-program offers students from all faculties and disciplines the opportunity of integrating civic engagement in their studies(15 CP) and gaining recognition for their efforts.

It is a pilot program within CIVIS Alliance, that have was started last summer term but it is expected to keep running over the years with all the alliance partners involved on it.



After the successful first conference on Service Learning, the [Swiss Network for Service Learning at higher education institutions](#) is currently working on its first publication, which will be published by the end of 2022: “Engagierter Campus und Gesellschaft - Service Learning an deutschsprachigen Hochschulen” contains contributions from various experts of Service Learning from Switzerland, Austria and Germany on topics from the conference.

CIVIS, an alliance of eight universities



EOSLHE Service-Learning Resource Library

The European Observatory of Service-Learning in Higher Education aims to become a reference documentation centre for service-learning in European higher education.

In order to achieve it we are mapping service-learning experiences across European higher education institutions, collecting information about service-learning networks and international associations, projects and references of published literature, mainly from the scientific citation indexing service but also key grey literature references. In addition, EOSLHE in collaboration with EASLHE, elaborates their own materials such as the Annual Reports, research reports on A systematic Review of Existing literature and Institutionalisation.

This information is available for you at [EOSLHE](#) online platform. More, we have available a [search tool](#) with ten filter to make it easy to find the information.

Using the search tool

When using the search tool, the user can choose between writing any words or using any of the filters available.

The search tool 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.

Once, the search has been done, it will return a list of materials always related to the field of service-learning (S-L) in higher education

For further information, please contact by writing an email to coordinator@eoslhe.eu.

We hope you find this tool useful.

Marta Alonso, Coordinator of EOSLHE

Image of the results returned in a sample search for articles from 2020 in English language

We have so many resources to offer... click on the image to learn about them.



Please, kindly share your knowledge with EOSLHE

News & Events

This space aims to be an agenda for future events and news regarding Service-Learning in Higher Education

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You can mail us to contact@easlhe.eu

Thank you for all yours contributions that makes this newsletter possible.

Future Events

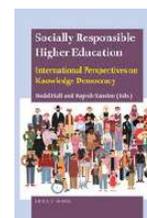
- [IARSLCE 2021 Virtual Gathering](#)
“Reflections on a Tumultuous Time and an Invitation to Gather”
November 15-17, 2021
- [Second Italian Festival of Service-Learning](#)
November 24th to 26th, 2021

Publications:

Book of Papers from the USAL - PALECH International Congress CLIE 2021 “[UNIVERSITY TRANSFORMATION, CHALLENGES AND OPPORTUNITIES](#)”, carried out this year in conjunction with the University of Salamanca in Spain.



Book “[Socially Responsible Higher Education: International Perspectives on Knowledge Democracy](#)” Hall, Budd, and Rajesh Tandon, editors



The Research Network on Service-Learning in Physical Activity and Sport for Social Inclusion (RIADIS) has developed a [Practical Guide for the Design and Intervention of Service-Learning Programs in Physical Activity and Sport](#) in Spanish.



AVE publishes the book *Building Communities. The Service-Learning approach* edited by Maria Cinque, Irene Culcasi and Laura Dalfollo, in the “Educare Oggi” collection.

