



**October 6th & 7th, 2022 ONLINE**

**Conference chairs**

Ivo Geers

Philine van Overbeeke

Lucas Meijs

**IMPORTANT**

All sessions times are CEST

We will use the same Zoom for every session:

<https://eur-nl.zoom.us/j/98186880221?pwd=RGZ0K2VSU2g0KzF2Y0JhVzB5bmE2dz09>

Meeting ID: 981 8688 0221

Passcode: 208862

## Conference Programme

THURSDAY 6<sup>TH</sup> OCTOBER 2022

<b>PLENARY OPENING</b> 9:15 – 10:00	Welcome by conference chairs Opening by Pilar Aramburuzabala, President of EASLHE			
<b>ROUND 1</b> 10.00 – 11:30	10.00	10.15	10.30	10.45
<b>SESSION 1</b> The SDGs in practice	CapacitAmente: Sustainable Development Goals (SDG) and service learning C. Vieira da Silva & A. Rodrigues	Energy for municipal markets. Service-learning and sustainable development goals. M. A. Galvez, J. Garcia Herrero, J. L. Parada Rodríguez, M. A. Fernandez Nieto, J. Gallego Sánchez-Torija		
Discussion 60 minutes				
<b>SESSION 2</b> Digital Empowerment	SLIDE: Service-Learning as a pedagogy to promote Inclusion, Diversity and digital empowerment M. Cinque, R. Laven, N. M. Preradovic, K. Somers	Service-Learning and Digital Empowerment I. Geers, I Culcasi, F. Paudel	e-Service-Learning for more digital and inclusive EU Higher Education systems I. Culcasi, M. Cinque, A. Brozmanova Gregorova	(Virtual) Spaces as Opportunities to establish service-learning at the national/local level J. Bartmann, R. Laven, U. Medicus, F. Paudel, W. Weinlich
Discussion 30 minutes				
<b>SESSION 3</b> Value(s) of Service-Learning	Technology with superpowers: a project at the service of people with special needs L. H. Guadaño, C. Fernández Jiménez, F. A. Díaz Montero	Innovation and Service-Learning: reflections on its potential in the professionalization of social workers. A. Jesus		
Discussion 60 minutes				
<b>BREAK</b> 11.30 – 11.45	You may want to join the main room to connect with colleagues during the break. Informal chat.			

THURSDAY 6<sup>TH</sup> OCTOBER 2022

ROUND 2 11.45 – 13.15	11.45	12.00	12.15	12.30
<b>SESSION 4</b> <b>Community Insight</b>	Achieving gender equality in rural communities by using service learning and storytelling C. Tripon	Service-Learning Project for the improvement of urban gardens in schools with students with motor disabilities A. Perdigones, F. Ruiz-Mazarrón R. M. Benavente, C. Porras, J. L. García	Collaborating with elderly pedestrian in improving their road safety: learning together B. Guirao, J. Gómez-Sánchez, D. Gálvez-Pérez, R. Molina-Sánchez	Seniors do Goals (SDGs): an E-Service-Learning experience in higher education C, Vieira da Silva & D. Monteiro
Discussion 30 minutes				
<b>SESSION 5</b> <b>The SDGs in practice</b>	Towards a more than human Madrid: microarchitectures for coexistence between species. A. Amann y Alcocer, L. Gutiérrez Vázquez & B. Sève	Contributing to foot health in the community: Service-learning experience with the homeless from the podiatry R. Veiga-Seijo, A. Ares-Pernas, C. González-Martín		
Discussion 60 minutes				
<b>SESSION 6</b> <b>Social Justice</b>	Service learning and the reduction of intergroup biases in the initial training of educators P. Martín-Ondarza, P. Redondo-Corcobado & B. Gálvez	Belief, Attitude, and Critical Understanding. Systematic Review of Social Justice in Service-Learning Experiences C. Compare & C. Albanesi	Leave no one behind: supporting sustainable development goals through critical feminist service-learning in physical activity and sport sciences N. Cuenca-Soto, M. L. Santos-Pastor, Ó. Chiva-Bartoll & L. F. Martínez-Muñoz	
Discussion 45 minutes				
<b>LUNCH BREAK</b> 13.15 – 14.00	You may want to join the main room to connect with colleagues during the break. Informal chat.			
<b>OPENING PLENARY</b> 14.00 – 15.00	PLENARY LECTURER: Making the Connection Explicit: Service Learning, the SDGs, and the University's Third Mission. <b>Sandra Smeltzer (University of Western Ontario, Canada)</b>			

## THURSDAY 6<sup>TH</sup> OCTOBER 2022

<b>BREAK</b> 15.00 – 15.15	You may want to join the main room to connect with colleagues during the break. Informal chat.
<b>EASLHE OPEN GENERAL MEETING</b> 15.15– 16.45	All conference attendees are invited to participate in the Open General Meeting of the European Association of Service-Learning in Higher Education, <a href="#">EASLHE</a>

## FRIDAY 7<sup>TH</sup> OCTOBER 2022

ROUND 3 11:00-12:30	11:00	11:15	11:30	11:45
<b>SESSION 7</b> <b>Designing (e)-Service-Learning courses</b>	Moving knowledge! Promote and support open formats for knowledge transfer with society. A. Waag	Sustainable Development Goals and Learning through Engagement at the University College of Teacher Education in Vienna M. Steed-Vamos S. Subasi Singh, <b>R. Laven</b>	Service learning in the post covid era: a university teaching project L. Perla & I. Amati	Self-Identity, Intercultural & Intergenerational Learning (SILL): the triple values of Service-Learning. D. Puntil & P. Zunszain
Discussion 30 minutes				
<b>SESSION 8</b> <b>Community engagement</b>	Creating awareness and deeper community engagement in Higher Education. A. B. Shalom	Engaging community partners in service-learning courses on Service Learning in Higher Education K. Somers & K. J. Witte	Service-learning partnerships at European higher education A. Ribeiro	Voicing Green Learning in Rural Areas through Service-Learning: A Participatory Action Research Study L. Manasia, G. Ianoş, F. Dogaru
Discussion 30 minutes				
<b>SESSION 9</b> <b>The SDGs in practice</b>	Bringing architecture and engineering students closer to the social reality of energy poverty C. Sanchez-Guevara	GET ACTIVE: A successful proposal for collaboration of UPM students in the rehabilitation of young people with addictions J. García-Martín, J. Coterón López, J. E. Pérez Martínez, C. Fernández Jiménez, M. Marquina Nieto	"Home 4 the World" service-learning project for the SDGs: empowering refugees, asylum seekers and migrants. F. Biagi, L. Bracci, A. Giorgi	
Discussion 45 minutes				
<b>LUNCH BREAK</b> 12.30 – 13.30	You may want to join the main room to connect with colleagues during the break. Informal chat.			

FRIDAY 7<sup>TH</sup> OCTOBER 2022

ROUND 4 13.30 – 15.00	13:30	13:45	14.00	14:15
SESSION 10 Service-Learning Competences	Scaffolding of Competencies in Service-Learning Programmes within Higher Education Institutions: A Systematic Review S. Sing Rai, M. Visser, E. van Grol, E. Midema, M. Zweekhorst	Becoming teacher for a collaborative profession with g-local inclusive relationships P. Lotti, J. Garcia Gutiérrez	Designing Critical Reflection for SDGs R. G. Bringle & P. H. Clayton	Premises for building a sustainable development mindset through Service-Learning in Higher Education Students in Romania A. Rusu
Discussion 30 minutes				
SESSION 11 Stakeholder perspectives	Unraveling multi-stakeholder networks in engaged education: a literature review L. de Groot, F. Demeijer, E. Muniz Pereira Urias & M. Zweekhorst	Ideas and projects “beyond our own noses” - empirical survey on Community Partner perspectives on Service Learning K. Altenschmidt & C. Arend-Steinebach	The stakeholder’s objectives divergence in a Service-Learning course as source of tension and learning for students S. Merle and J. Raskin	Building SL networks and communities of practice around SDGs A. Batista, C. Ferrara and M. R. Tapia Sasot.
Discussion 30 minutes				
SESSION 12 Panel on Service Learning and the SDGs	Service-based learning on SDG 2 zero hunger using a collaborative learning approach P. Almendros, L. Fernandez, S. Otegui, M. Montalvo, O. Villanueva, S. Garcia- Gutierrez, L. Sanchez, F. Revuelta	A practical experience of service-based learning of the Sustainable Development Goals at the Universidad Politécnica de Madrid P. Almendros, S. Otegui, A. Nares, et al.	Service-based learning of the SDG 6 clean water and sanitation using an escape room S. Otegui, P. Almendros, F. Revuelta	
Discussion 45 minutes				
BREAK 15:00 – 15:30	<b>You may want to join the main room to connect with colleagues during the break. Informal chat.</b>			

FRIDAY 7<sup>TH</sup> OCTOBER 2022

ROUND 5 15.30 – 17.00	15:30	15:45	16.00	16:15
<b>SESSION 13</b> European Perspectives on Institutionalizing Service-Learning	Institutionalization efforts of Community Service Learning within the VU university, the Netherlands. G. Tijsma	Institutionalizing Service-Learning in UCP: Reflections on a Shared Journey in CAPS Project L. Mota Ribeiro, C. Themudo, H. G. da Costa, F. Miranda, J. Cunha e Costa, M. Silva, P. Dias, R. Peixoto, A. Oliveira, R. Paiva e Pona, C. Ribeiro, M. Coreia, P. Aramburuzabala	Institutionalizing Service Learning: Successes and Challenges B. P. Lourido	
Discussion 45 minutes				
<b>SESSION 14</b> International Service-learning	Interdisciplinary and International Community Engaged Learning at the Centre for Global Challenges E. Vila-Villasante & N. Blignaut	Which kind of diversity? Reflecting on a UNICORN SL experience C. Albanesi, C. Compare & I. Barbieri	Social Workers Advance the SDGs: A Social Work Service-Learning Curriculum on Empowering the Girl Child R. T. Davis	The quadruple value of service-learning or funding service-learning for SDGs through African-based carbon offsetting L. Seidler, A. Dioum, L. Nanga-Me-Abengmoni
Discussion 30 minutes				
<b>SESSION 15</b> Implementation of Service-Learning	Some challenges militating against higher education achieving SDG 4 through service-learning T. V. GBADAMOSI, L.I. Olagoke-Oladokun & M. Mokhtar	What is the importance of teaching assistants, in the implementation of service learning? P. Carrillo, R. Fontana	Does the development of Service-Learning project activities reflect on the research activities at the university level? – A case study of the University of Split I. Jadrić, I. Bilić & Đ. Miletić	Aligning Service-Learning efforts with SDGs using Technology Platform S. Mohite
Discussion 30 minutes				
<b>BREAK</b> 17.00 – 17.15	<b>You may want to join the main room to connect with colleagues during the break. Informal chat.</b>			
<b>CLOSING PLENARY</b> 17:15 – 18:00	I DO: A student-led course on how to be a force for positive change as early as possible. Taslim Alade (Rotterdam School of Management)			

## Contents

### Opening plenary – October 6<sup>th</sup>

Making the Connection Explicit: Service Learning, the SDGs, and the University's Third Mission

Sandra Smeltzer

### Closing plenary – October 7<sup>th</sup>

I DO: A student-led course on how to be a force for positive change as early as possible

Taslim Alade

### Round 1 – Session 1 – The SDGs in practice

CapacitAmente: Sustainable Development Goals (SDG) and service learning

C. Vieira da Silva & A. Rodrigues

ENERGY FOR MUNICIPAL MARKETS. SERVICE-LEARNING AND SUSTAINABLE DEVELOPMENT GOALS.

M. A. Galvez, J. Garcia Herrero, J. L. Parada Rodríguez, M. A. Fernández Nieto, J. G. Sánchez-Torija

### Round 1 – Session 2 – Digital Empowerment

SLIDE: Service-Learning as a pedagogy to promote Inclusion, Diversity and digital empowerment

M. Cinque, R. Laven, N. M. Preradovic, K. Somers

e-Service-Learning for more digital and inclusive EU Higher Education systems

I. Culcasi, M. Cinque, A. Brozmanova Gregorova

Service-Learning and Digital Empowerment

I. Geers I. Culcasi, F. Paudel

(Virtual) Spaces as Opportunities to establish service-learning at the national/local level

J. Bartmann, R. Laven, U. Medicus, F. Paudel, W. Weinlich

### Round 1 – Session 3 – Value(s) of Service-Learning

Technology with superpowers: a project at the service of people with special needs

L. Hernando Guadaño<sup>1</sup>, C. Fernández Jiménez<sup>1</sup>, F. A. Díaz Montero<sup>2</sup>

Innovation and Service-Learning: reflections on its potential in the professionalization of social workers.

A. Jesus FCH-UCP

### Round 2 – Session 4 – Community Insight

Achieving gender equality in rural communities by using service learning and storytelling

C. Tripon

Service-Learning Project for the improvement of urban gardens in schools with students with motor disabilities

A. Perdignes<sup>1</sup>; F. Ruiz-Mazarrón<sup>2</sup>; R.M. Benavente<sup>2</sup>; C. Porras<sup>2</sup>; J.L. García<sup>2</sup>

Collaborating with elderly pedestrian in improving their road safety: learning together

B. Guirao, J. Gómez-Sánchez, D. Gálvez-Pérez, R. Molina-Sánchez

Seniors do Goals (SDGs): an E-Service-Learning experience in higher education

C. Vieira da Silva & D. Monteiro

## Round 2 – Session 5 – The SDGs in practice

Towards a more than human Madrid: microarchitectures for coexistence between species.

A. A. y Alcocer, L. Gutiérrez Vázquez & B. Sève

Contributing to foot health in the community: Service-learning experience with the homeless from the podiatry

R. Veiga-Seijo<sup>1,2</sup>, A. Ares-Pernas<sup>3</sup>, C. González-Martín<sup>1,2</sup>

## Round 2 – Session 6 – Social justice

Service learning and the reduction of intergroup biases in the initial training of educators

P. Martín-Ondarza, P. Redondo-Corcobado & B. Gálvez

Belief, Attitude, and Critical Understanding. Systematic Review of Social Justice in Service-Learning Experiences

C. Compare & C. Albanesi

Leave no one behind: supporting sustainable development goals through critical feminist service-learning in physical activity and sport sciences

N. Cuenca-Soto, M. L. Santos-Pastor, Ó. Chiva-Bartoll & L. F. Martínez-Muñoz

## Round 3 – Session 7 – Designing (e)-Service-Learning courses

Moving knowledge! Promote and support open formats for knowledge transfer with society.

A. Waag

Service learning in the post covid era: a university teaching project

L. Perla & I. Amati

Sustainable Development Goals and Learning through Engagement at the University College of Teacher Education in Vienna

R. Laven. M. Steed-Vamos and S. Subasi Singh

Self-Identity, Intercultural & Intergenerational Learning (SILL): the triple values of Service-Learning.

D. Puntil & P. Zunszain

## Round 3 – Session 8 – Community engagement

Creating awareness and deeper community engagement in Higher Education.

A. B. Shalom, Ph.D.

Engaging community partners in service-learning courses on Service Learning in Higher Education

K. Somers & K. J. Witte

Service-learning partnerships at European higher education

A. Ribeiro, P. Aramburuzabala and B. P. Lourido



Voicing Green Learning in Rural Areas through Service-Learning: A Participatory Action Research Study

L. Manasia<sup>1</sup>, G. Ianoş<sup>1</sup>, F. Dogaru<sup>2</sup>

### Round 3 – Session 9 – The SDGs in practice

Bringing architecture and engineering students closer to the social reality of energy poverty

C. Sanchez-Guevara

GET ACTIVE: A successful proposal for collaboration of UPM students in the rehabilitation of young people with addictions

J. García-Martín, J. Coterón López, J. E. Pérez Martínez, C. Fernández Jiménez, M. Marquina Nieto

"Home 4 the World" service-learning project for the SDGs: empowering refugees, asylum seekers and migrants.

F. Biagi, L. Bracci, A. Giorgi

### Round 4 – Session 10 – Service-Learning Competences

Scaffolding of Competencies in Service-Learning Programmes within Higher Education Institutions: A Systematic Review

S. Sing Rai<sup>1</sup>, M. Visser<sup>1</sup>, E. van Grol<sup>1</sup>, E. Midema<sup>2</sup>, M. Zweekhorst<sup>1</sup>

Becoming teacher for a collaborative profession with g-local inclusive relationships

P. Lotti, J. Garcia Gutiérrez

Designing Critical Reflection for SDGs

R. G. Bringle & P. H. Clayton

Premises for building a sustainable development mindset through Service-Learning in Higher Education Students in Romania

A. S. Rusu

### Round 4 – Session 11 – Stakeholder perspectives

Unraveling multi-stakeholder networks in engaged education: a literature review

L. de Groot, F. Demeijer, Dr. E. Muniz Pereira Urias & M. Zweekhorst

Ideas and projects “beyond our own noses” - empirical survey on Community Partner perspectives on Service Learning

K. Altenschmidt & C. Arend-Steinebach (University of Duisburg-Essen)

The stakeholder’s objectives divergence in a Service-Learning course as source of tension and learning for students

S. Merle<sup>1</sup> and J. Raskin<sup>2</sup>

Building SL networks and communities of practice around SDGs

A. Batista, C. Ferrara and M. R. Tapia Sasot.

### Round 4 – Session 12 – Panel on Service Learning and the SDGs

Service-based learning on SDG 2 zero hunger using a collaborative learning approach

P. Almendros, L. Fernandez, S. Otegui, M. Montalvo, O. Villanueva, S. Garcia- Gutierrez, L. Sanchez, F. Revuelta

A practical experience of service-based learning of the Sustainable Development Goals at the Universidad Politécnica de Madrid

P. Almendros, S. Otegui, A. Nares et al.

Service-based learning of the SDG 6 clean water and sanitation using an escape room

S. Otegui, P. Almendros, F. Revuelta

## Round 5 – Session 13 - European Perspectives on Institutionalizing Service-Learning

Institutionalization efforts of Community Service Learning within the VU university, the Netherlands.

G. Tijmsma

Institutionalizing Service-Learning in UCP: Reflections on a Shared Journey in CApS Project

L. Mota Ribeiro, C. Themudo, H. G. da Costa, F. Miranda, J. Cunha e Costa, M. Silva, P. Dias, R. Peixoto, A. Oliveira, R. Paiva e Pona, C. Ribeiro, M. Coreia, P. Aramburuzabala

Institutionalizing Service Learning: Successes and Challenges

B. P. Lourido

## Round 5 – Session 14 – International Service-Learning

Interdisciplinary and International Community Engaged Learning at the Centre for Global Challenges

E. Vila-Villasante & N. Blignaut

Which kind of diversity? Reflecting on a UNICORN SL experience

C. Albanesi, C. Compare & I. Barbieri

Social Workers Advance the SDGs: A Social Work Service-Learning Curriculum on *Empowering the Girl Child*

R. T. Davis

The quadruple value of service-learning or funding service-learning for SDGs through African-based carbon offsetting

L. Seidler, A. Dioum, L. Nanga-Me-Abengmoni

## Round 5 – Session 15 – Implementation of Service-Learning

Some challenges militating against higher education achieving sdg 4 through service learning

T.V. GBADAMOSI, L.I. Olagoke-Oladokun & M. Mokhtar

What is the importance of teaching assistants, in the implementation of service learning?

P. Carrillo<sup>1</sup>, R. Fontana<sup>1</sup>

Does the development of Service-Learning project activities reflect on the research activities at the university level? – A case study of the University of Split

I. Jadrić, Ivana Bilić & D. Miletić

Aligning Service-Learning efforts with SDGs using Technology Platform

S. Mohite

## Opening plenary – October 6<sup>th</sup>

### **Making the Connection Explicit: Service Learning, the SDGs, and the University's Third Mission**

Sandra Smeltzer

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Dr. Sandra Smeltzer is an Associate Professor in the Faculty of Information and Media Studies at Western University (London, Canada). Her areas of research and publication include community engaged learning (CEL) / service learning (SL), critical pedagogy, the ethics of activist research, and mental health in the academy. She recently served as Assistant Dean Research in her faculty, as a Teaching Fellow in Western's Centre for Teaching and Learning (CTL), and is co-developing Western's downtown CEL Hub, scheduled to open in the community in 2023. Smeltzer holds a Social Sciences and

Humanities Research Council of Canada (SSHRC) Insight Grant, a SSHRC Explore Grant, and three Western Undergraduate Summer Research Internship grants, all with a focus on CEL / SL. She is co-coordinator of Western's Media and the Public Interest program and consultant on the Experiential Learning Innovation Project "Building A Creative Campus: Learning Through Performance," funded by the Centre for Teaching and Learning. She has been awarded the University Students' Council Teaching Honour Roll Award of Excellence for every year she has taught at the university and is the two-time recipient of the FIMS Undergraduate Teaching Award. Smeltzer was awarded Western's inaugural Humanitarian Award for her international work, named one of Canada's Top 25 Most Influential Women by Women of Influence magazine and one of Western's Top Newsmakers.

*How can Service-Learning courses be used to change HEIs to become more SDG minded?* An inherently community-focused form of hands-on pedagogy, SL is geared towards advancing the public good and thus the third mission of the university. Ensuring that SL is ethically facilitated requires robust material and immaterial institutional support. These resources (e.g., financial, staffing, mental health assistance, political commitments) provide faculty and staff with the tools they need to productively address the SDGs. However, our European-based primary research indicates that, at an institutional level, the relationship between SL, the SDGs, and the university's third mission may be implied but is not made explicit. Consequently, the responsibility of addressing the SDGs is almost exclusively passed onto SL faculty and staff members, adding more to their already full plate of responsibilities.

## Closing plenary – October 7<sup>th</sup>

### **I DO: A student-led course on how to be a force for positive change as early as possible**

Taslim Alade

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Taslim Alade is a lecturer at the Business-Society Management Department, Rotterdam School of Management (RSM). In addition to his teaching, he is the coordinator of the I DO course and Professional Development course. His research interests include the impacts of experiential learning; frugal innovation and nonprofit relationships; management pathways from urban development and smart cities; the application of space science to management and development studies. His volunteering work dates to his undergraduate, when he volunteered for the women and youth support NGO, to empower women and the youth in Kano state with skills acquisition. During his graduate service year, he was certified as a volunteer by the United Nations International Children's Emergency Fund (UNICEF) to train a group of young secondary school students in Enugu state, against HIV/AIDs and other sexually transmitted diseases. Further in his career as a space application scientist and GIS analyst, he was trained as a project manager, by the United Nations Space-Based Information for Disaster Management and Emergency Response (UN-SPIDER), to volunteer and manage disaster events in Africa, such as the Adamawa floods in Nigeria.

#### *I DO – What happens when students take the lead?*

The I DO project is all about taking action now. We believe that students, especially those at RSM, already have the necessary skills and experiences to evoke positive change. So why wait? I DO connects ambitious and open-minded bachelor students with international NGOs through an academic programme that equips them with additional skills and tools to best propel the NGOs' developments forward. Students will work in teams of five to support one NGO in achieving its mission. Our partner NGOs tackle societal challenges all over the world, ranging from water scarcity in Zimbabwe to fighting poverty in South Africa. I DO is organised and led by a team of students, RSM faculty members and staff. This structure ensures that student feedback and experiences are immediately translated into the continuous development of the course to enable real and significant impact.

## Round 1 – Session 1 – The SDGs in practice

### CapacitAmente: Sustainable Development Goals (SDG) and service learning

C. Vieira da Silva & A. Rodrigues  
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This summary aims to describe a practical experience of interdisciplinary Service Learning (SLE) developed within the undergraduate degrees of Social Work and Psychology, at the Faculty of Philosophy and Social Sciences, Catholic University of Portugal.

According to the Portuguese labour code, employees are entitled to a minimum of 40 hours of training provided by the employer each year. It is in this context that the *CapacitAmente* project emerged. The main goal was to provide 10 hours of continuous training to employees working in aging, in the fields of psychology (namely in the theme of Work, Quality and Life) and social work (Sustainable Development Goals).

100 employees from three social solidarity institutions benefited from this project. A significant part of the advanced continuous training had the SDGs as a theme once it is a programmatic content of the Social Economy Curricular Unit. Thus, aiming to contribute to the knowledge of the 17 SDGs and their five pillars (people, planet, partnerships, prosperity, and peace), different activities were carried out, supported by the close contact that was possible to establish with the United Nations University (UNU-EGOV). Therefore, and thanks to this partnership, the webinar "The UN and the 2030 Agenda for Sustainable Development" was organized, aiming to promote in the participants (academia and community) the knowledge of the work of the UN and its member states, the 2030 Agenda, as well as the role of youth in the implementation of this Agenda. The brochures "Guide on Sustainable Development: 17 goals to transform our world" were also provided to all students, teachers, and employees of the partner institutions.

Regarding the continuous training plan, another project initiative presented, in the first instance, in a remote and asynchronous training model, was watching the "David Attenborough: A Life on Our Planet" 2020 documentary with the aim of raising awareness of the importance of thinking and acting in search of sustainable environments. This activity was combined with a reflection sheet that aimed to connect the video and the reality of each person's context, trying to understand, on one hand, the best environmental practices carried on in the institutions where they work and which others could be implemented. Also, trying to understand the employee's knowledge about the SDGs. Additionally, regarding the training sessions, another remote and synchronous session was held, focusing on the knowledge of the SDGs and their integrated and holistic relationship. The employees of the institutions were

challenged to propose initiatives in the institutions later on, aligned with the theme of sustainability. The training session was concluded by addressing quality of life at work.

This interdisciplinary SLE experience provided not only continuous training on issues anchored in the 2030 Agenda to the employees of social institutions, but also an opportunity for students to acquire more knowledge and awareness on this important topic. It is thus considered that this interdisciplinary approach may be a contribution to future educational and community initiatives based on sustainable models.

# Energy For Municipal Markets. Service-Learning and Sustainable Development Goals

M. A. Galvez, J. García Herrero, J. L. Parada Rodríguez, M. A. Fernández Nieto, J. G. Sánchez-Torija

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**Keywords:** *energy consumption reduction, changes in energetic behaviour, energetic empowerment, cooperative working, interdisciplinary studies*

The service-learning project entitled “Energy for municipal markets” addresses the energy and water consumption reduction in this type of buildings. It is achieved by means of the students’ close work with market users, be it customers, tenants and/or owners. Through different training programs, students have been provided with tools for financial data analysis and utility bills interpretation, making them aware of the importance of water and energy savings. Because of the service-learning actions, market users’ habits are expected to be transformed, resulting in a reduction of the number of events of peak consumption.

To achieve this goal, degree students in Business Administration (ADE) of the Francisco de Vitoria University have analysed the energy and water bills of all market stalls, while degree students of Architecture of the Polytechnic University of Madrid have studied possible measures to prevent energy and water overspend and promote a conscious use of these limited resources. During the project, all these students developed a cooperative and interdisciplinary work exercise with the users of the market, so that they provide a service to society.

The project is aligned with the following UN Sustainable Development Goals (SDGs) [1]:

1. No poverty: Shopkeepers of municipal markets use to be self-employed entrepreneurs involved within a trade of endangered economic viability. So, any resources savings achieved when running their business will contribute to reduce the poverty risk associated with their unprofitable activity.

3. Good health and well-being: The monitoring campaign carried out during the project has allowed the researchers to assess the current energy consumption and comfort levels in the premises, and to identify the adequate measures to achieve well-being.
4. Quality education: The project focuses on the users' behaviour and their awareness-raising about energy consumption efficient habits, which are expected to energetically empower them.
7. Affordable and clean energy: In the project, it is analysed the type of energy supplied to the building, and measures to adopt energy carriers less harmful to the planet have been identified.
11. Sustainable cities and communities: Energy consumption reduction by means of a change in user's habits makes communities sustainable, not only in the markets, but in other spheres of life. In the end, it contributes to the development of more sustainable cities.
12. Responsible consumption and production: By choosing more sustainable energy carriers, both production and consumption are modified in a way that improves their environmental and social impact.
13. Climate action: The project will have an impact on the carbon emissions reduction of the building, which means a determined action against climate change.
17. Partnerships for goals: The project involves the collaborative work of two universities, the municipal office for market management and the shopkeepers.

Conclusions: Firstly, the project has enabled the students to put into practice the learning carried out and revert such learning to society. Secondly, the merchants have become energetically empowered and have implemented measures aimed at reducing energy and water consumption; And, thirdly, society takes advantage of the reduction of greenhouse gases both on the planet and in the city, which becomes more sustainable.

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## Round 1 – Session 2 – Digital Empowerment

### SLIDE: Service-Learning as a pedagogy to promote Inclusion, Diversity and Digital Empowerment

M. Cinque, R. Laven, N. M. Preradovic, K. Somers

**Type of contribution:** theoretical consideration, Erasmus+ project

**Conference topic:** Theoretical considerations about Service-Learning and e-Service-Learning; does going virtual fundamentally change service-learning?

**ABSTRACT:** The SLIDE project (1/01/22-31/12/24) is a collaboration between 7 Higher Education Institutions (HEI) and 3 Service-Learning networks. SLIDE aims to intertwine the Service-Learning (SL) pedagogy with Digital Empowerment (DE) to promote inclusion and diversity. The project brings together students and academics from a wide range of European universities to draw exiting practices, share knowledge and develop best practices in and with the community whereby all become teaching resources, problem solvers, and partners. The overall purpose of SL is to foster a sense of civic engagement and responsibility in students and to motivate them to produce positive social change, while the purpose of DE is to make an individual fit to the digital technology, placing that individual at the centre of teaching and drawing upon his personal experiences to engage him.

The project meets 3 needs of contemporary education, that came more apparent during the COVID-19 crisis:

- To digitally empower university teachers who should rapidly transform into learning experience designers and experts in emerging technologies;
- To close the gap between self-perceived and actual digital competences of students by equipping them with appropriate skills and sensitizing them towards digital inclusion of underprivileged and underrepresented groups;
- To combine DE of teachers and students with S-L, while establishing connections between Higher Education Institutions and communities at risk, either in direct proximity or in remote areas.

The SLIDE project is targeted at HEI teachers, students and community organizations. In order to reach these stakeholders different outputs will be developed over the project timeline:

- a Service-Learning and Digital Empowerment Manifesto that describe the needs and conditions for success of stakeholders for Service-Learning and Digital Empowerment ;
- an e-learning module for teachers to improve de digital readiness and capacity within their teaching;
- an Online World Café for teachers to engage about Service-Learning and Digital Empowerment;
- an e-learning mocule for students to enhance their digital en social competences;
- a Social Hackathón por student in collaboration with the community to enhance their understanding of digital gaps, diversity and inclusión;
- a policy report that explores de oportunities and thresholds for the interlinkage for the interlinkate between Service-Learning and Digital Empowerment;

**Keywords:** Digital Empowerment, Service-Learning, Diversity and Digital Inclusion

## **e-Service-Learning for more digital and inclusive EU Higher Education systems**

**I. Culcasi, M. Cinquee, A. Brozmanova Gregorova**

### **The Purpose of the Contribution**

The scope of this contribution is to provide insights into the design process of Service-Learning in the digital environment (e-Service-Learning, e-SL) and into what are the new quality elements to be considered, according to international experts. The starting point is the current Erasmus + project “e-Service-Learning for more digital and inclusive EU Higher Education systems” (e-SL4EU 2021-24), which aims to develop the University Third Mission into social engagement by e-SL; the path involves the construction of a set of tools and specific knowledge addressing both HEI lecturers and students. This contribution aims to present the first e-SL4EU project result (PR1) designed to develop Design principles (DP) and Quality Elements (QE) for e-SL projects. The aim is to open a debate on new digital design requirements as well as new quality elements for an effective and inclusive e-SL course.

### **Method**

The two DP and QE lists were elaborated through a process that included several steps: a literature review, two co-design sessions involving all members of the 5 project partners; one national focus group per partner (involving HE lecturers, students, experts and NGO sector representatives); and an international focus group involving all project partners and 8 HE experts from the sector. The final version of the DP and QE lists of an e-SL course will be presented

### **The intended specific results and their impact**

E-SL4EU wants to address the open issue of the qualitative transformation of SL into e-SL creating the missing educational resources for training HE teachers, so to give sustainability of e-SL as effective framework to increase HE social responsibility, reinforce students’ hard/soft skills, support community organizations in innovating. As a synthesis of different perspectives, the e-SL DP and QE lists will be discussed to support this quality transition.

## **Service-Learning and Digital Empowerment (Virtual) Spaces as Opportunities to establish service-learning at the national/local level**

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**Type of contribution:** practical experiences for discussion

### **The Purpose of the Contribution**

Within the scope of de contribución, de possibilities of the analogue and virtual level should be in focus to establish Service-Learning. Here based on an “artistic meeting-and encounter zone” which is in vulnerable area of the center of Vienna, possibilities of Service-Learning in the implementation are shown as representative of the analogue space. In this project “engaged Learning is seen as support to ensure students participation with a curricular connection outside of the classroom interacting in informal teaching-learning settings outside the school building and to network the educative institution with its partners, communities and neighborhood. The possibilities in virtual spaces are referred to using the Erasmus+ project Service-Learning as a pedagogy to promote Inclusion, Diversity and Digital Empowerment (SLIDE). It aims to intertwine the Service-Learning (SL) pedagogy with Digital Empowerment (DE) to promote inclusion (I) and diversity. The advantages of digital empowerment and Service-learning are presented from the student’s point of view based on the results of focus groups.

Furthermore, there is a discussion about the possibilities these spaces open for Service-Learning.

### **How and to what extent it advances the practice and the impact of the contribution**

In bringing together the different spaces, the potential of Service-Learning is discussed, which is significant and forward-looking.

## Round 1 – Session 3 – Value(s) of Service-Learning

### Technology with superpowers: a project at the service of people with special needs

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#### **Abstract:**

More and more teachers, together with professionals from social entities and local administrations, recognise the potential of Service-Learning (SL) as a methodology to develop the University's social function. Firmly convinced of the benefits of this methodology, a project was initiated during 2017-2018 academic year through which UPM students can apply their knowledge to real projects in cooperation with the Autofabricantes association or with the TECSOS Foundation. In the first case, together with Autofabricantes, students focus on the design and development of prostheses and other devices mainly for children with some type of functional disability. These devices are developed collectively, using digital manufacturing and involving all types of agents (technicians, citizens...) in the process. That is, they put technology at the service of people, allowing anyone to have access to them so they can be replicated and improved in every part of the world. Not only because students use open source software, but also because of the difference in costs compared to aesthetic prosthesis in the market. In the second case, students contribute to the maintenance of the Orientatech initiative (Your Social Technologies Advisor) in which TECSOS is working in cooperation with the Spanish Red Cross. In an ageing population context, they offer information to the society about the ICT solutions within the market that may be useful to promote personal autonomy and active ageing.

Both are complex projects which require a high level of students' commitment. Hence, these activities are included into the students' curricula by Internships and/or Final Degree Projects.

This talk describes, on the one hand, the process that allows the successful consolidation of this alliance promoting the improvement of the quality of life of all people experiencing economic or social hardship and, thus, achieving the objectives of the 2030 agenda. On the other hand, it is shown the learning methodology through multidisciplinary working groups, in real environments, promoting the students' integral education and values. It is also included the results obtained measured by means of questionnaires, rubrics and other indicators such as passed academic tests.

It is worth mentioning that during 2018-2019 and 2019-2020 academic years this SL experience has been financed by the UPM through an Educational Innovation Project (PIE).

**Keywords:** *SL, SDG, Service-Learning, Final Degree Projects, Master Thesis, Internships*

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## **Innovation and Service-Learning: reflections on its potential in the professionalization of social workers.**

A. Jesus FCH-UCP

**Abstract:**

"The labour market has become more constrained and, consequently, competitiveness has increased, which makes it increasingly urgent for Social Work to demonstrate what it is, what it is for and in which areas it cannot be replaced by other professions" (Amaro, 2015: 125).

Based on the perspectives of authors in line with the above, the challenge was to combine the teaching of innovation and social intervention in the second year of the degree in Social Work with the Service-Learning (SL) methodology.

On the one hand, we had already built a curricular unit with a seminar configuration that proposed exploring the current transformations in the field of social intervention, as well as bringing students closer to notions and initiatives of social innovation; on the other hand, the possibility of implementing a pilot project within the scope of the ApS implemented in that Higher Education Institution was presented.

Talking about SL means talking about a pedagogical methodology that combines "in a single activity" the learning of contents, competences, and values with the performance of tasks in the service of the community. As such, learning and service establish a bilateral relationship in which both are favoured: learning acquires a civic sense and service becomes a workshop of knowledge and values (Puig et al., 2010: 10).

Based on this experience, we propose for the present communication to present the views of the students involved from the exploration of aspects such as: i. proximity and apprehension of the contents taught in the subject; ii. pedagogical strategy(s) implemented for the course of the subject; iii. development of competences and their crossing with future integration in the labour market; iv. relevance and usefulness to/by Social Work.

The aim of this work is to bring to the debate the implementation of (new) strategies in experiential training in Social Work, reflecting on its convenience, but also necessity, when faced with profound transformations in the labour market, which not only make pressing the possibilities of facing the exercise of the profession in social economy organisations or in the private market, but also do not guarantee the professional insertion of this category (Amaro, 2014).

**Keywords:** Social Innovation; Social Work Education; Service-Learning; Professional Insertion.

## Round 2 – Session 4 – Community Insight

### Achieving gender equality in rural communities by using service learning and storytelling

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#### Abstract

Education can be part of a process of social transformation that involves the entire community in order to avoid emphasizing a certain gender in the social structure. Education can bring women the opportunity to make informed decisions about their lives, going beyond the forms of discrimination approached by different societies. Such an approach of equalizing genders can bring better conditions for their children but also strengthen society in general. With the help of education, women enter the labor market circuit, being in a more important position if has completed higher education, which can increase the trust and perception of women's freedom in society. Starting from these aspects, identified in the needs analysis of the studied community, the article presents strategies for learning and developing the position of women in a rural community, in which prejudices about women's roles as well as specific aspects prevent them from getting more involved in social and professional life. The research describes the results obtained in a rural community, the target group being made up of 22 women who were involved in their professional and personal development, by participating in the activities of the service learning and storytelling project as well as in the life of the school community, by using community experiences. The results obtained demonstrate the importance of the activities carried out as well as the validation of inclusive practices (through the use of service-learning and storytelling) to emphasize the role of women in society and equal opportunities.

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## **Service-Learning Project for the improvement of urban gardens in schools with students with motor disabilities**

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Urban gardens are infrastructures that have been present in urban areas for a long time, often linked to times of war or famine (Smith, Meerow, & Turner, 2021). Currently, they have emerged as a cultural proposal to recover the activity of the countryside, as well as to improve the environment, influencing both biodiversity and the local climate (CABRAL, Costa, Weiland, & Bonn, 2017). After COVID-19 they have taken a special importance, highlighting their direct effect on the health of citizens by allowing contact with nature (Hou, 2017), as well as being meeting points between neighbors in a multicultural and intergenerational context. Increased contact with green areas improve mood and reduce states of depression and anxiety (WAKEFIELD et al. 2007).

Despite the regulations published in the different countries, in relation to universal accessibility and the rights of people with disabilities, in many urban gardens it is difficult for people with reduced mobility to access. Most of the time it is due to wrong design. Other times, it is the urban furniture that makes the orchards areas inaccessible.

Through a service-learning project approved in the Universidad Politécnica de Madrid, work has been done with students of the Degree in Agricultural Engineering to introduce the SDG11 (Sustainable and inclusive cities) in the subject of "*Mechanization for horticulture and gardening*".

The main objective of the work is for students to become aware of the need for an inclusive design in gardening and horticultural infrastructures to facilitate the participation of people with reduced mobility. The students of the subject made visits to urban gardens of schools in which have students with motor disabilities and made a report that would be delivered to the school, to promote improvements in these that would allow all students to participate in the activities of the garden. The report was evaluated as one more activity of the subject.

It has been an activity with great interest of the students that has promoted social awareness and has allowed them to understand that in their future work as green area engineers, it is necessary to design for everyone, taking into account the diversity of each individual.

## **Acknowledgment**

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## Collaborating with elderly pedestrian in improving their road safety: learning together

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The idea of proposing a new Service Learning project focused on road accidents in the elderly arose as a result of the increase, in recent years, of the number of fatal accidents within the elderly pedestrian group. We were aware of the impact that population ageing was having on the number and severity of urban road accidents. There was a need, then, to study how road infrastructure and traffic management can best suit older people. The data on road accidents of elderly people in Spanish cities are beginning to be worrying: in 2019, 70% of pedestrians killed on urban roads were 65 years or older.

**The purpose of this project** is to integrate the vision of the elderly in the process of design and management of road infrastructures to make them safer and adapted to the aging population. This experience of Service-Learning has been implemented in a subject of road safety, with student of the last semester of the Master of Civil Engineering at *Universidad Politécnica de Madrid*. In relation to the **project advances**, this a pioneering experience of Service-Learning within the road safety scenario. The **methodology** has been developed in 4 different phases: In a first phase, the students have made a technical diagnosis of the elderly pedestrian accidents in five districts of the municipality of Madrid (official accident data base was provided by DGT Administration). In a second phase, the students presented the results to an audience of "senior pedestrians" in 5 Municipal Senior Centers of the Madrid City Council (Carabanchel, Salamanca, Chamberí, La Latina and Puente de Vallecas). In a third phase, students and seniors have worked together (on district maps), analysing both street specific points of conflict between pedestrian and traffic, as well as the habits and needs of senior pedestrians. Finally, in the fourth phase, the students have prepared a final report that was presented in the Senior Centers visited, so that the elderly people who have participated in the workshops could check the results of their collaboration.

This experience has helped students to better understand road safety and at the same time, be aware of the problems and needs of this group age. The project **results and impact** show that older people clearly identify points of conflict between pedestrians and traffic in their district. In most cases, these points coincide with areas in which students have detected a higher frequency of elderly pedestrian accidents. But there are certain problems in the road infrastructure (streets) and in the management of traffic provided by the elderly in the workshops, which could not have been known if this experience had not been carried out. Students have been aware of the value of listening and attending to this age group.

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## Seniors do Goals (SDGs): an E-Service-Learning experience in higher education

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*Service Learning* (SLE) is an active teaching-learning methodology that enables students' learning to be paired with the service provided to the community. From this point of view, it operationalizes higher education institutions as educational spaces that are not limited to technical and scientific teaching, since they also aim at the development of students' social and personal skills, seeking the construction of solidary, fair and sustainable societies. In this regard, it is important to understand the potential of the **Sustainable Development Goals (SDGs)** in the educational context and as an integral and fundamental part of what Service-Learning advocates.

In this paper, we present a practical SLE experience developed by final year students of a degree in Social Work in the academic year 2021/2022. Since its conception, the "Sorrir ConVida" project was linked to the UN's 2030 Agenda, in order to respond not only to the training needs of students to face contemporary global challenges, but also to the needs of the community. This practical experience, developed in the middle of the pandemic, dealt with one of the most vulnerable groups in this context, the elderly in residential care homes. This experience took place in a virtual modality, for two reasons: to prevent SARS Cov-2 infections and develop the digital literacy of older adults. The described educational experience included the participation of 12 students and 16 residents and was supervised by teachers of the degree in Social Work and responsible coordinators of the partner institution.

This practical experience has the following main objectives: 1) to describe and analyse the application of the SDGs in the "Sorrir ConVida" Project; 2) to analyse the prioritization of the SDGs worked on, considering the alignment with the curriculum plan of the subject (Contemporary Social Work III); 3) to identify the impacts of the SDGs on students and the community involved.

Among the results obtained with this experience, we highlight the development of dynamics around eight SDGs: 1 - Eradicate Poverty; 3 - Health Quality; 4 - Education Quality; 5 - Gender Equality; 10 - Reduce Inequalities; 11 - Sustainable Cities and Communities; 16 - Peace, Justice and Effective Institutions; 17 - Partnerships for the implementation of the goals. The implementation of the SLE has not only promoted new learning for students and beneficiaries but has also established partnerships between academia and the community.

Both the students' engagement and the obtained results show that the SLE is a teaching methodology that, within the scope of future social workers training, allows working on the SDGs in intervention contexts (deepening their

theoretical-practical knowledge and understanding in accordance with the Global Social Work Agenda and the UN's 2030 Agenda), while also contributing to raising awareness for the SDGs in the community, particularly among citizens residing in a residential facility for the elderly.

## Round 2 – Session 5 – The SDGs in practice

### Towards a more than human Madrid: microarchitectures for coexistence between species.

A. A. y Alcocer, L. Gutiérrez Vázquez & B. Sève

#### Abstract:

This paper reviews the Service-Learning Project experience: “Hacia un Madrid más que humano: micro-arquitecturas para una convivencia entre especies”<sup>1</sup>, developed this year 2022 in the Universidad Politécnica de Madrid in collaboration with the Madrid City Council.

This project began by pointing out how human action and our models of urban design are increasingly causing the loss of biodiversity and the destruction of the natural environment. The symbiotic coexistence between species is limited by the persistence of regulations and architectural structures based on the segregation and subjugation of the environment. The project proposed to make the problem visible and to create alternative architectural actions to reverse it.

The strategy starts by focusing on certain pollinating species that are essential for life on the planet as we know it. Thus, to favor their presence through daily actions and architectural coexistence devices, it was proposed a ‘rereading’ of the city that paid attention to other modes of cohabitation and mutual aid. The project was developed in three stages: research, production, and dissemination, and thank to the collaboration of workers, researchers, students and professionals across different disciplines.

The present paper aims to analyze the experience according to the particular methodology and the 'assembly of opportunities' that has allowed, among other things, the emergence of an island of biodiversity in the Madrid School of Architecture. The potential and implications of extending the Service-Learning concept to a now *more-than-human* community will be highlighted. An interscalar and ecosystem approach will be followed to visualize and articulate in a matrix the conflicts, narratives and actions linked to the SDGs: *life of land, reduced inequalities, sustainable cities and communities, climate action and gender equality*.

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## **Contributing to foot health in the community: Service-learning experience with the homeless from the podiatry**

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Podiatry is a privatized health profession in Spain, which implies a distance from the community space and close to people in their context, where social, emotional, psychological, physical values, as well as socioeconomic factors, interact in people's daily lives. This context implies that equity in access to foot health care is not yet achieved in our society, considering the importance of foot health for the general population, their quality of life and well-being. This training encompasses subjects that address practical and theoretical skills on the professional skills of the podiatrist (1), and where transversal skills, such as social, economic, environmental, or even on vulnerable populations, are blurred. The inclusion of a methodology such as Service-Learning offers the opportunity to acquire practical and theoretical skills acquired so far in conjunction with community service, as well as the achievement of different values, such as the value of caring for people, and contribute to the development of different Sustainable Development Goals (2).

The main objective of this work has been to sensitise the student body about the group of homeless people and that they acquire caring and human values that are not acquired habitually as in this real context; as well as promoting social inclusion, improving self-esteem, health status and well-being of homeless people, bringing them closer to foot health.

This project has been developed in a compulsory subject of the Degree of Podiatry Orthopedology II, in the Faculty of Nursing and Podiatry of Ferrol, University of Coruña. All the students wanted to participate in this project. Until now, this subject included carrying out laboratory practices in the workshop, where the students practiced making foot cast among themselves and the making of plantar orthoses that were later discarded. Thus, the practical and curricular objectives of this subject would be achieved with this methodology, since they would carry out the need to learn to develop an integrated and sensitive podiatric assessment, developing the podiatric health plan: assessing the health status of the foot, offering recommendations and health education, and the realization of plantar orthoses to people who needed it.

The activities were carried out in collaboration with the Homeless People Program of Cáritas Diocesana de Mondoñedo-Ferrol. Different activities and sessions were carried out: knowledge and initial approach, awareness of homeless people where they commented on their experiences and on the different circumstances experienced, and the podiatric health plan.

This work has made it possible to offer homeless people the opportunity to have contact with a profession that is privatized, increase their self-esteem, contribute to their quality of life and well-being, promote equity in access to foot health, and, on the other hand, to make students aware of homeless people and possible stereotypes, learn and acquire skills by developing a sensitive, humane and care-based Podiatry, breaking with the traditional approach.

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## Round 2 – Session 6 – Social justice

### Service learning and the reduction of intergroup biases in the initial training of educators

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Nowadays, educational institutions must acknowledge the inevitable and increasing diversity that is present in their classrooms.

Prejudice negatively affects perception and understanding of the other in encounters involving social participation of children, young people, and adults. These are important phenomena that cause exclusion of people based on membership in a particular group (Rutland et al., 2017). According to theoretical and empirical research, the most effective models for improving these attitudes and reducing hostility between groups are based on the Intergroup Contact Theories (Allport, 1954; Finkel & Baumeister, 2019; Hodson & Hewstone, 2013; Pettigrew et al., 2011).

On the other hand, from the educational field and under an intercultural-inclusive perspective that seeks the positive assessment of diversity, respect for differences, and promote ethical-civic and social responsibility competencies, efforts are increasingly being made to find teaching methodologies that make these objectives possible. In this sense, Service-Learning (ApS) has been acquiring great relevance at international level, both in educational practice and in research (Tapia, 2010; Redondo y Fuentes, 2020), because it makes it possible to open educational institutions to other social realities and connects students with other people from different social groups.

The aim of this study is to analyse the use of Service-Learning as a methodological strategy for reducing intergroup biases within diverse educational contexts considering the Intergroup Contact Theory and later scientific-theoretical developments. Theoretical-comparative research has been developed. Documentary research was carried out on the Theory of Intergroup Contact of Allport (1954) and subsequent developments, from which a system of categories was built and with which the scientific-theoretical foundations of the Service-Learning have been analyzed. These results have been complemented by two case studies corresponding to two Service-Learning projects developed at the Complutense University of Madrid. Finally, this study discusses Service-learning potential in reducing prejudices and promoting social cooperative participation amongst students, allowing them to acquaint with the existent diversity

and take advantage of this context. Nevertheless, the limitations of the study presented are considered and the need for further theoretical and empirical study to provide further evidence is noted.

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# **Belief, Attitude, and Critical Understanding. Systematic Review of Social Justice in Service-Learning Experiences**

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Service-Learning (SL) is a form of experiential education that integrates community service with class-based learning. It allows students to participate in structured service activities that benefit both students' sense of responsibility and communities' needs (Bringle & Hatcher, 1995). By focusing on, and reflecting on, the root causes of social inequality, and the subsequent development of practical competencies to promote justice, SL can support students in moving along the continuum from "charity" to "Social Justice promotion" (Eyler & Giles, 1999; Kendall, 1990). While the first builds on the idea that well-off citizens help underserved and less-advantaged "others" (Battistoni, 1997), the latter considers service as a means to enact social change and activism, disrupting the unacknowledged binaries that guide much of our day-to-day thinking and acting (Butin, 2007). This study examined the role of Service-Learning experiences promoted by higher education institutions to strengthen the achievement of social justice outcomes among youth with a systematic review. We screened and coded studies following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). Of the 555 articles found in the database search, 47 peer-reviewed studies were included in the final sample. Social justice construct, together with research location, participants, target community, and outcomes, were coded. Results show effects of Service-Learning experiences on (a) fostering significant improvement of students' social justice beliefs, (b) stimulating significant changes in students' attitudes with respect to the development of altruistic behaviors and their commitment to social justice, and (c) increasing students' critical understanding by sparking questioning processes related to personal assumptions of inequalities. This systematic review provides insights into the strengths and challenges of implementing social justice-oriented Service-Learning experiences.

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## **Leave no one behind: supporting sustainable development goals through critical feminist service-learning in physical activity and sport sciences**

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The iterative use of Service-Learning (SL) as a pedagogical model denotes its presence in most university campuses around the world with the intention of responding to the challenges posed by the society of the 21st century (Chiva-Bartoll & Fernández-Río, 2021). Its commitment to the Sustainable Development Goals (SDGs) has been supported by different research in the educational framework on which this proposal is focused, Physical Activity and Sport Sciences (PASS) in Higher Education (García-Rico et al, 2021).

Some contributions to the SDGs 4 (Quality Education) and 5 (Gender Equality) are addressed in this work. Particularly, they include among their goals: (a) Ensure quality and equitable education; (b) Eliminate gender disparities and those from people in vulnerable situations; (c) Increase the supply of qualified teachers; (d) End all forms of discrimination against women and girls; (e) Ensure the full, effective and equal participation of women and girls; and (f) Adopt, reinforce and implement policies and laws to promote gender equality and empowerment (United Nation, 2015).

The PASS, due to its peculiarities, is a field susceptible to implement certain actions to support several SDGs through a specific model such as the Critical Feminist Service-Learning (CFSL). This pedagogical model, by using critical analysis and guidelines in the implemented experiences, aims to overcome injustices that the educational system has accepted or promoted over time, consciously or unconsciously (Clark-Taylor, 2017).

To this purpose, the axis on which this model is articulated are the principles of feminist pedagogy (Hauver & Iverson, 2018), while it is supported by critical, transformative, and experiential theoretical constructs (Chiva-Bartoll & Fernández-Río, 2021). Its deep engagement to an inclusive, egalitarian, critical, activist, transformative, and social

justice education, make CFSL a model in line with the achievement to the SDGs articulated in this summary (Chiva-Bartoll et al, 2021).

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## Round 3 – Session 7 – Designing (e)-Service-Learning courses

### Moving knowledge! Promote and support open formats for knowledge transfer with society.

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A new internal university programme for initiating and supporting knowledge transfer projects will be presented. The programme supports university staff who individually or in a team want to explore and pursue new and creative paths at their university and beyond.

The programme awards two-year fellowships. The aim of the programme is to enable the fellows to plan, test and further develop evidence-based, courageous, open-ended and also risky projects in the area of Third Mission. The fellows are supported individually on their way and contribute with their commitment to the establishment of innovative formats at their university and beyond. Depending on the format, the acquired knowledge, materials and results are to be published and made visible in a suitable form and, if possible, made available for reuse and further processing. This can be open educational resources (OER) or open access articles as well as blog posts or podcast episodes.

As a result of the first round of calls for proposals in winter 2021, three initial pilot projects began their work in spring 2022: (1) an international, interdisciplinary summer school with the participation of civil society partners, (2) a three-part series of workshops on socially relevant topics involving students, staff and citizens, and (3) a virtual Wikipedia residency at the University of Mannheim, in which writing consultations, edit-a-thons and teaching events are offered to an interested audience inside and outside the university.

In addition to the practical work of the fellows in the funded projects, the programme is also very interesting from a university strategic perspective:

**Participation.** Employees of the University of Mannheim were able to participate directly in two workshops and asynchronously via an online board in the content and focus of the first call for proposals.

**Field of applicants.** The call for applications was addressed to all university staff - so in addition to academic staff, staff from a wide range of service institutions were also explicitly encouraged to apply for the programme. However, this also revealed some challenges, especially with regard to the accessibility but also the working reality of some service staff.

**Ownership.** The selected fellows were strongly involved in the organisational and content-related process of the programme from the very beginning. It is particularly important to us (as programme managers) that the fellows take responsibility and experience control for their projects.

**University development.** The programme is already having an impact on the university in many ways. Through the presentation and integration of the programme at internal events (e.g., Teaching Day, Staff Days, Diversity Audit, Sustainability Working Group, etc.), the addressed topics such as third mission, collaboration and open education have become more visible and are increasingly taking on a central role, both at staff level and at departmental and rectorate level.

**Cooperations.** Especially through the activities of the funded projects, various new cooperations between the university and civil society have already emerged; among others, with the Eine-Welt-Forum Mannheim e.V. (One World Forum Mannheim), the Department of Democracy and Strategy of the City of Mannheim or the FemNetz of the German Wikipedia. Through the two-year project duration and the embedding of the projects in the "Moving Knowledge!" programme, respectively the ZLBI, sustainable cooperation structures are established and consolidated.

**Evidence-based.** The projects and the programme will also be scientifically monitored and further developed based on evidence, and their conception and/or implementation will be made available to other universities/organisations as a blueprint.

## Service learning in the post covid era: a university teaching project

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The change induced in higher education training systems following the Covid-19 pandemic is redefining even didactic mediation processes, accelerating the transition from a teacher-centered to a student-centered vision (Tagg, 2003). This transition is also requiring regulatory changes recommended by guidelines of European education policies (ENQA, 2007, 2015; ESG, 2015; EUA Trends, 2015, 2017, 2018; EHEA, 2015; Eurydice, 2017; EC, 2020). Among these, appear fundamental the pedagogical training of teachers and the development of skills not only of a transpositional-disciplinary type : the so-called soft-skills (Ciappei, Cinque, 204; ISFOL, 1994;1998; European Commission, 2011; Federighi, Bracci, Del Gobbo, Torlone, Torre, 2019; Mori, Giunti, Faggioli, 2019). University teaching is therefore called upon to process that 'sophisticated knowledge' made up of hybrid models and practices of active teaching (Perla, Agrati, Vinci 2019). The research-training that we present here falls within this research trajectory and has experimented the methodology of Service Learning (SL) in the university context, inspired by the Student Voice framework (Grion, Dettori, 2015; Grion, Cook-Sather, 2013). As known, the SL represents a didactic strategy responding to the objective of involving students in learning experiences that result in the willingness to become community builders, taking advantage of training credits (Mortari, 2017). The research focused on the creation of a prototype educational device of territorial e-Service Learning for the learning of civic culture and social support for vulnerable targets (childhood-elderly). The result was the creation of a LMS civic learning hub for the prevention of risky and deviant behaviors. As revealed by the questionnaires administered, the SL program also positively impacted the career orientation (Haski-Leventhal et al., 2012) of the students. The students who participated in the SL program proved to be more skilled in making decisions, using the resources at their disposal, improving their language. The data will be presented at the conference.

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## **Sustainable Development Goals and Learning through Engagement at the University College of Teacher Education in Vienna**

R. Laven, M. Steed-Vamos and S. Subasi Singh

In this paper we present the projects of university students who study at the University College of Teacher Education in Vienna and how their projects intersect with the Sustainable Development Goals. The United Nations' "Agenda 2030" has been implemented in Austria since 2015. It lists 17 Sustainable Development Goals (SDG) to which the state of Austria has committed itself. This commitment is encouraged to be included in the teacher education curriculum and it shapes how future teachers are trained.

Achieving the Sustainable Development Goals requires a teaching force that can help to develop the civic and social competencies of the European youth. The lack of social and civic competencies, especially among the youth, in Europe has been the topic of research, policy documents as well as needs assessment reports, which concluded that the lack of such competencies aggravates the situation for the early school leavers (Eurostat, 2019). Hence, transmitting the skills and competencies that guarantee the required professional and personal development is an important task for universities especially for teacher education departments and learning through engagement or service-learning can help achieving this goal. Service-learning's value is its favorable outcomes in terms of overcoming the gap between theory and practices. A way to connect the theory and practice is to allow teacher candidates to engage in a project that targets meeting the community needs. Through such projects, social responsibility can be promoted and the connection between academic learning and community service can be enhanced. Teacher candidates also benefit from the partnership in the frame of service-learning in terms of their professional development (Aguiniga & Bowers, 2019). Unfortunately, including service-learning into the academic curriculum at the tertiary level is seldom and the content of service-learning is unknown to the majority of academicians (Resch & Dima, 2021). However, including service-learning in the teacher education curriculum can have a positive impact on the academic development of teacher candidates and also on their future careers as service-learning facilitators.

In this paper, we report from the projects conducted at the teacher education department to implement the theoretical knowledge on service-learning. The teaching method of service-learning or learning through engagement, which were carried out in the context of courses in the textile, technical and design areas at the University College of Teacher Education, contribute to the achievement of the Sustainable Development Goals.

In the last two years, several service-learning projects have taken place to actualize Sustainable Development Goals. In this paper, the 17 sustainability development goals or SDGs and a selection of related service-learning projects of the students are presented as good practices including the challenges and hints to improve them.

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## **Self-Identity, Intercultural & Intergenerational Learning (SILL): the triple values of Service-Learning.**

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The aim of this paper is to discuss the implementation of a service-learning module developed to support the psychological wellbeing of postgraduate students and older adults in the community. The module, 'Self-Identity, Intergenerational and Intercultural Learning' (SILL), was offered to students enrolled in the MSc Mental Health Studies at the Institute of Psychiatry, Psychology and Neuroscience, King's College London, for two consecutive years. The module combined lectures on the scientific underpinnings of wellbeing, ageism, positionality within intercultural and intergenerational contexts and approaches to qualitative research with a focus on auto-ethnography, as well as wellbeing, promoting experiential exercises and engagement with older adults through phone conversations, requiring students to continually engage with self-reflection.

We conceived and designed the SILL module guided by the key principles of service-learning, where students and academics serve society by engaging with a specific group in the community. Students reflected in a structured and supported way on their learning engagement both within and outside academia by bringing together their personal, academic and civic experiences. With the delivery of SILL we wanted to support the development of students as 'whole persons' who have not only acquired academic skills, but also social and personal competences, helping them to become responsible, active and critical citizens.

With this presentation we would like to highlight the benefits this module brought to all the three parts involved in its conception, design and delivery, with a particular focus on students and on the community. We also would like to address some challenges and some reflections on the future direction of the module, highlighting the potential role of students as partners and as co-creators of a new format the module will take during next academic year.

**Keywords:** wellbeing, university, postgraduate students, community, intergenerational, intercultural, auto-ethnography, art-based methodologies.

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## Round 3 – Session 8 – Community engagement

### Creating awareness and deeper community engagement in Higher Education.

Abstract 5<sup>th</sup> European Conference on Service Learning in Higher Education

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The study aims to present two development projects in the conference themes of The triple value of Service Learning, Empirical Research & Practical Experiences and Embedding Service Learning Courses in the Curriculum. The projects relate to two courses (Action Learning and impact and I am Utrecht, Interdisciplinary Community Project), both parts of the Community Engaged Learning Minor (CEL, [Community Engaged Learning - Education - Utrecht University \(uu.nl\)](https://www.uu.nl/onderwijs/onderwijsaanbod/interdisciplinair-gemeenschapsgelukkig-leren)) at Utrecht University. The first project relates to a curriculum development work around an existing course (Action learning and impact) with the focus of embedding community service learning principles into the curricula including considerations that curriculum developers need to take when providing community service learning to a higher number of students in Higher Education. The paper will provide insights into the development work for this course which will run in this new format for the first time from September 2022.

The second project (I am Utrecht, Interdisciplinary Community Project (ICP)) responds to the needs of students, societal partners, and the Higher Education Institution in the sense that each of these stakeholders expressed the need for deeper community involvement and institutional support. The project aims to work on the topic of [Maatschappelijke Diensttijd](https://www.mdt.nl/) (MDT), which is a scheme for voluntary work set by the government for young people aged 16 to 28. Our experience indicates that students would like to be involved in long-term MDT projects, but they lack time and/or support from the university, and currently are only able to engage in short-term volunteer work in their free time. Partners too would like to engage with students in long-term projects to make a real impact on the neighborhood. ICP provides the opportunity for students to engage in community work for a 6 months period and receive academic credits for their work, as the project is currently being embedded into the curriculum of the CEL and organized by the Educational Sciences Department of Utrecht University. The first course will run as a pilot from Feb 2023. The current paper will provide insights into the development work on how to embed community service learning principles into the curricula and how to overcome institutional barriers.

The development work follows action learning and appreciative learning principles (Coghlan & Brannick, 2019, Greenwood & Levin (2007).

With both projects, the developers aim to: (1) provide a framework to develop meaningful and lasting collaboration, reciprocal and interdisciplinary co-creation between the university, students, societal partners, and people in the neighborhood; (2) create a continuous presence of university students at organizations involved in community and neighborhood development; (3) develop an understanding and passion towards community-engaged learning with an everlasting imprint in students' CVs and future studies/employments; (4) develop the skills of dealing with complex, real-life problems that prepare them for challenges they will face in their future employment.

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## Engaging community partners in service-learning courses on Service Learning in Higher Education

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**Type of contribution:** *Theoretical considerations; Practical experiences*

**Conference topic:** *Implementing university-community partnerships; what are the barriers and enablers for university-community partnerships?*

### **Abstract**

The scope of this contribution is a discussion about the opportunities for university-community partnerships in service-learning trajectories from a community partner perspective. The contribution is based on an infographic created as a project output within the Erasmus+ UNICORN project (*Connecting student mobility to community engagement: the UNICORN model for international service-learning in higher education*). The general aim of the UNICORN project is to offer university students a new learning opportunity through international service-learning, that will help them to develop civic and democratic competences.

Unique to the UNICORN-project is the engagement of five community partners from different European countries in the project consortium. Being formal partners within the project, the community partners are inherently involved in the creation of the project outputs, which allowed for an apparent community partner perspective. Though, throughout the project it became clear that a university-community partnership isn't always easy. The community partners voiced three main needs from their side when collaborating with the universities in the service-learning courses of the UNICORN project:

- Clear information about what service-learning is and how this can be an added value for community partners;
- Involvement in the entire process of the service-learning course (from development to evaluation);
- Good practices from a community partner perspective.

Based on these needs, the community partners in the UNICORN project decided to develop an infographic, an output from community partners for community partners, as a call to action to engage in service-learning projects. The 'Engaging community partners in service-learning courses' infographic is based on 1) literature about service-learning, and 2) the experiences of the community partners involved in the UNICORN project. The infographic consists of three main topics:

- What is service-learning?
- What can community partners gain from engaging in service-learning projects?
- What is the added value of community partners in service-learning projects?

The contribution discusses how the infographic can be a tool to overcome challenges and highlight opportunities of university-community partnerships within service-learning projects. We believe that the use of this tool can help to increase community partners' engagement in service-learning projects, both quantitatively (getting more community partners involved), and qualitatively (getting community partners more closely involved in the entire service-learning process).

**Keywords:** international service-learning, community partners, university-community partnership, infographic.

## Service-learning partnerships at European higher education

A. Ribeiro, P. Aramburuzabala and B. P. Lourido

The purpose of this research is to address partnerships and the development of sustainable relationships with the community in service-learning projects in the framework of European higher education. Service-learning partnerships can enhance the rate of continuity of the projects, their stability and meaningfulness between stakeholders across time because are based on personal relationships and without them engaged learning could not exist. Can generate enduring win-win accomplishments, as they imply an institutional learning climate of co-creation, collaboration, advocacy, formal-informal participation, and motivation to satisfy mutual needs. Strong community partnerships are associated with long-term program sustainability, and in the absence of community-campus partnerships, it is difficult to imagine how service-learning might even exist. All this despite the fact that, in some cases, service-learning partnerships can backfire by reducing students' civic inclinations, perpetuating student-university privileges or reinforcing community problems. A participatory action learning research was developed about partnerships with the community based on 150 service-learning experiences collected by the European Observatory of Service-Learning in Higher Education. This paper presents the main conclusions based on a mixed-method approach including a survey and qualitative data derived from the description of the experiences, interviews and note fields. These conclusions highlight the main results coming after the analytical work through statistical and content analysis. Data shows that the collaboration between higher education and the community sector is not substantial, only moderate, and one-third of institutions reported no collaboration in relation to service-learning partnerships. Academic works at the European level are scarce and, *grosso modo*, only mention the importance of establishing partnerships, which, if reciprocal, can foster the institutionalization of service-learning, strengthen civic involvement in the university, sharing and democratise knowledge, and integrate and relate theory to practice. But little or nothing is revealed about commitment to assessment activities, tracking members' progress, and learning from the experience of working together. Little or no evidence of effective assessment strategies is manifested regarding internal-external support and documenting impacts. It is also unclear how partnerships, which bring together a great variety of people, concepts, and beliefs and which change over time, can remain stable over the long term, even though staff and student fluctuations are the normal states of affairs. This paper confronts these gaps by sharing evidence regarding service-learning partnerships and the community involvement, stakeholder engagement and the common good, partnerships agreements clarity in changing circumstances environment, and reciprocal, enduring and diverse partnerships mutually supporting community interests plus academic and student goals. It is expected that partnerships value the principle of coexistence of participants' interests and the full potential for this articulation, ensuring the inclusion and participation of all stakeholders according to their own specificities as well as the service-learning project's nature.

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## Voicing Green Learning in Rural Areas through Service-Learning: A Participatory Action Research Study

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**Abstract.** Smooth and effective development of green competences is hindered by various factors, especially in rural areas. Consequently, well-designed pedagogical approaches are needed for these learning outcomes to be successfully achieved. In this purpose, the authors have designed and implemented an advocacy service-learning project – „Viitor Sostenabil” (VIS) – to mitigate the hindrances to effectively addressing green competences. By employing action research and photovoice activities, the learners participated in authentic learning experiences. The project followed the cyclical process of action research. Sixteen pupils referred as participants or co-researchers were selected based on their availability from grades 5 to 8 in a public school in a rural area in Romania. Initial exploratory interviews were conducted with the participants to investigate their perceptions, learning strategies and orientations towards green learning. Following the interviews, the participants were instructed to use photovoice to document their learning process throughout the VIS Project. The three researchers applied purposefully designed observation tools to collect information and reflect on the process. Finally, the co-researchers participated in final semi-structured interviews to reflect on the process as well. The narrative and visual data collected were coded and analysed. The results showed that service-learning contributed to boosting the enjoyment of learning and triggered deep learning strategies. Moreover, the sense of belonging was strengthened in multi-ethnic classrooms. The findings led to concluding that experiential learning pedagogies (such as service-learning) combined with participant research methods (such as photovoice) can contribute effectively to boosting green learning and green competences.

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## Round 3 – Session 9 – The SDGs in practice

### Bringing architecture and engineering students closer to the social reality of energy poverty

C. Sanchez-Guevara

According to Eurostat, more than 20% of Spanish households' state that they are unable to keep their homes at an adequate temperature in summer. We can consider this data just another indicator of the eco-social crisis we are facing and in that framework the academy has a very important role to play in the training of professionals who will have to cope with it in order to improve the conditions of the population.

**Objective:** In this context, the SEPAS - Summer Energy Poverty Agents Learning and Services project aims to broaden the skills and knowledge of architecture and engineering students at the Universidad Politécnica de Madrid.

**Methodology:** To this end, a training programme has been designed so that students can carry out workshops with households in vulnerable situations to work on various topics:

- The improvement of the energy culture to enhance their adaptation to high summer temperatures and to know how to cope with a heat wave and thus reduce possible health impacts (GOAL 3: Good Health and Well-being).
- Optimising household energy bills (GOAL 7: Affordable and Clean Energy)
- Performance of collective interventions on public space for the generation of outdoor climate shelters (GOAL 11: Sustainable Cities and Communities).

The training of students took place during the spring of 2022 and workshops with households during the pre-summer period. During the autumn, SEPAS will be responsible for contacting a sample of households and evaluating the impact of the work with them.

**Results:** The results so far have been very satisfactory. More than 60 students have been trained on summer energy poverty, 20 workshops have been held and SEPAS have highlighted in their personal evaluations the proximity and practicality of the teachings as well as the importance of working for people in a realistic way, moving away from the mainstream teaching given in architecture schools. The response from the households that have participated in the project has been very positive, emphasizing the reduction in the cost of their energy bills as well as the improvement in the wellbeing of their homes during the summer.

This project has been partially funded by the Call for Learning and Service Projects of the UPM 2022 and the European project COOLTORISE: Raising summer energy poverty awareness to reduce cooling needs (COD. 101032823).

## **GET ACTIVE: A successful proposal for collaboration of UPM students in the rehabilitation of young people with addictions**

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### **Abstract:**

Addiction is one of those "diseases" that lead to social rejection and exclusion. It is a chronic illness. Addicts cannot be cured, they are rehabilitated, but in order to achieve this rehabilitation it is of great importance to have the most personalised treatment possible. Proyecto Joven is an initiative of the association Proyecto Hombre focused on the rehabilitation and social and labour reintegration of young people and teenagers who suffer from some kind of addiction, with or without substances, as instance the problematic use of technology.

This problem is approached by taking into account their immediate environment, i. e. the network of influences of the individual (family, peers and community), since social interconnections influence the patient's behaviour, favouring the reduction or increase of unwanted behaviour. Hence, it is advisable to facilitate the relationship with other young people of reference through activities that, if properly guided, can have a positive impact on their behaviour and become protective factors.

In this context, the GET ACTIVE project makes sense, where students from the Universidad Politécnica de Madrid (UPM) have worked as mentors and trainers contributing the rehabilitation of a group of young people from Proyecto Joven. This paper describes this experience, gestated in the UPM Service-Learning Office (ApS) as a facilitating element of the alliance with Proyecto Hombre.

To carry out GET ACTIVE, basically two types of activities have been implemented: a) sport activities that favour their physical and mental health, coordinated by INEF teachers, that include two complementary blocks. First, individual training programmes to enhance self-esteem and self-care. Second, innovative group games and sports to develop communication and teamwork skills. b) Technological training workshops that promote self-esteem and favour their incorporation into the labour market, coordinated by ETSISI teachers. In addition to an introduction to video game programming and office automation, they include the improvement of communication skills in social networks for the job search, with guidelines for the development of content and a professional profile.

The development of this activity points to very positive effects. The young people who participated stated that the programme helped them in dispositional factors (such as self-perception, motivation or mood); they had also perceived an improvement in the quality of life, in terms of acquiring habits and improving social relations; and, simultaneously, the programme served as a protective factor against the desire to consume (carving). The mentors valued the experience very positively because of its social intervention nature, stating that it provided them with practical skills for the development of their future professional work.

Coordinators from both institutions noted a clear improvement in the involvement and motivation of participants and mentors. Evidence of the clear impact of the project is the fact that Proyecto Joven exceptionally extended the stay of some of its patients so that they could complete all the activities. It is also worth highlighting the agreement on the continuity of the project, which makes a practical contribution to SDG 10 (target 10.2), in addition to SDGs 4 and 17 inherent of Learning Service.

**Keywords:** *SDG, Service-Learning, Addictions*

## "Home 4 the World" service-learning project for the SDGs: empowering refugees, asylum seekers and migrants.

F. Biagi, L. Bracci, A. Giorgi

NACU (Nuova Associazione Culturale Ulisse) works every day to create innovative opportunities for the local community through Service-Learning activities and projects. In order to achieve this goal, NACU collaborates with different stakeholders in Siena, such as local public schools and volunteer organizations, local government, business and media and with its main partner SIS Intercultural Study Abroad, a program focused on second language acquisition and intercultural learning. At our center we have always had a big focus on migrations and after the pandemic we started offering a course on Italy as a lab for migration studies. Through a full integration of experiential approaches, service-learning pedagogy and reflective education, our course offers the possibility to explore Italy's migration history in an active and participatory way. The course is taught by experts in the field who analyze the historical, political, economic and social aspects related to Italy as a theater of migration. Students who enroll in the course have the opportunity to meet with representatives of NGOs involved in the reception of migrants, journalists who are experts in the field and will actively participate in literacy and citizenship education activities for groups of refugees in the territory of Siena. During the Spring semester SIS 2022 students helped its partner institution "Nuova Associazione Ulisse" give birth to the **Home 4 The World** project with the main goal of assisting with the main goal of assisting refugees, asylum seekers and migrants from all around the world.

There are many areas that Home 4 The World is focused on helping with. The first and most urgent is to support refugees, who are trying to navigate the Italian legal system by providing them with the basic legal information necessary to formalize the asylum application. In particular, the information provided is intended to help those looking to acquire residency documents such as Modello C3, temporary residence permit, and the codice fiscale (Italian tax code).

Another service that the program offers is access to the Italian healthcare system. Home 4 the World informs refugees and migrants about its functioning, how to obtain the STP (straniero temporaneamente presente) certificate for foreigners temporarily present on the Italian territory, as well as the procedure to receive the Italian health insurance card (tessera sanitaria).

Home 4 The World is also supporting refugees to find an accommodation. The program aims at providing them with information regarding the reception centers and shelters where they will be able to be housed once their asylum application is formalized, as well as the available housing options during the period preceding formalization. The most popular services provided so far are tutoring for students in local schools, language classes, and CV and job

counseling. Furthermore, with the support of SIS Intercultural Study Abroad Italian and English language classes will be offered to refugees and migrants of all ages.

Home 4 the world represents a perfect example of an international service-learning project aiming at the development of SDGs 2030 agenda. The project will be particularly inspired by the concept of quality education in order to achieve a more inclusive democratic society.

All this is achieved through the synergic work of NACU local volunteers, SIS faculty and staff and international students serving through SIS.

The theoretical framework overarching the whole project is the Council of Europe "Reference Framework of competences for democratic culture (RFCDC).

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## Round 4 – Session 10 – Service-Learning Competences

### Scaffolding of Competencies in Service-Learning Programmes within Higher Education Institutions: A Systematic Review

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**Background:** Service-learning (SL) is increasingly regarded as a means to develop students' transferable and generic competences, next to its means for universities and students to actively engage with, and contribute to, societal problems. Research has shown that SL has the potential to contribute to the development of student competences in the academic/professional, civic, personal and social competency domains. However, SL-related competences are rarely broken down in such a way as to give insight into how they are developed within a SL programme and, specifically, what steps need to be taken to support students to develop progressively complex competences, taking into account students' prior knowledge, experiences and skills.

**Objective:** This study aimed to develop insight on SL-related competences and specifically, how these competences are scaffolded, that is, how students are supported in the development of progressively complex competences within SL-related programmes in higher education.

**Design and methods:** A systematic review was conducted of 27 peer reviewed articles offering descriptions of SL-related programmes and the scaffolding of SL-related competences into educational programmes. Data were extracted and organised in relation to reported student competences, the design of SL-related programmes, and forms of assessment of competences. In addition, to gain insight into instructional scaffolding, a deductive analysis was done using an existing analytical framework that draws a distinction between three different phases in relation to instructor role, (student) level of responsibility, teamwork, intensity and/or duration of the SL project and community contact.

**Results:** Our analysis of the literature yielded four overarching findings with regard to the scaffolding of SL-related competences. First, most articles measured competences in the academic/professional domain and in the civic domain, with competences in personal and social domains reported on less frequently. Analysis of the programmes revealed that the often-used breakdown of competences into knowledge, attitudes and skills does not adequately capture what students reportedly learn in SL programmes that were detailed in the sampled articles. Second, we found SL programmes tended to be designed in similar ways, that is, beginning with a preparatory phase followed by SL-related activities and reflection. Class preparation was found to either take the form of a) practical preparatory activities, b) personal development activities or c) substantive course work. Third, applying Howe et al.'s (2014)<sup>1</sup> instructional scaffolding model revealed varying modes of scaffolding of student learning to progressively complex

stages. Fourth, concerning assessment of SL-related competences, the articles revealed a variety of forms and timing of data collection as well as reporting on competences, such assessment (and reporting) either taking place at the end of programmes, at baseline and end line, or longitudinally.

**Conclusion:** This review uncovered four essential competencies that SL programmes can help students develop, viz. academic/professional, personal, social and civic competencies. The findings of this review showcase how SL programmes are structured, and the competencies are scaffolded within those programmes. The various SL models and scaffolding modalities highlighted in this review can be of help to academics who aim to design a competency-informed/based SL course/programme.

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# Becoming teacher for a collaborative profession with g-local inclusive relationships

P. Lotti, J. Garcia Gutiérrez

## Purpose of the study

The Agenda's target 4.7 is "by 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development".

Thinking about future of schooling, OECD (2020) consolidates from six to four alternative for 2040: 1. schooling extended; 2. education outsourced; 3. schools as learning hubs; 4. learn-as-you-go. If we cross them with the call to action for "A new research agenda for education" (UNESCO, 2021), we have to implement any possibility to make the third one true, thus creating a "new social contract for education".

**The research question guiding this study focuses on the impact of Service-Learning on the sensitivity of teachers themselves in the scenario posed by the cited UNESCO and OECD documents.**

## Advances of knowledges and practice's state-of-the-art

Indeed, the main purpose of this paper is to provide a "state of the art" on how the impact of SL on the construction of teacher identity has been investigated. The learning processes in university Service-Learning show different theoretical models: 1. reflection through experience, 2. identity change trough otherness, 3. agency taking through social consciousness and involvement in a community of practice through construction of shared meaning and motives (García Romero & Lalueza 2019).

## Methodology

Literature review on papers about Service-Learning "with" and "in" secondary school, both in university curricula teacher training education and in reports/documents for teacher reflection in their practice.

## Specific results and next developments

To present a theoretical consideration on the triple value of Service-Learning (community, Higher Education Institute, studying-teacher) to discuss and share research progress within the conference theme and to introduce the next step, related to a direct comparative investigation.

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## Designing Critical Reflection for SDGs

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According to Bringle and Clayton (in press), the United Nations' Sustainable Development Goals (SDGs) and corollary Curriculum Framework (Osman et al., 2017) provide both "foci for service-learning activities" and related "competencies such as being able to imagine a better future, learning to question current belief systems, systemic thinking, learning to work together, empowering oneself and others, resilience, commitment to justice" to guide articulation of student learning goals. This session supports participants in designing critical reflection in service-learning toward such learning.

Service-learning "engages students, community members, and instructors/staff in co-creating relationships that integrate academic material (i.e., bodies of thought), community-engaged activities, and critical reflection to advance public purposes and to achieve clearly articulated academic learning, civic learning, and personal growth goals" (modified from Bringle & Clayton, in press). Using the framework of the SDGs, service-learning can provide opportunities to examine the complexities of global challenges and opportunities and to build individual and collective capacities as agents of sustainable development, local to global—within and across disciplines. The SDGs and corollary Curriculum Framework encompass the full span of service-learning's defining categories of learning (i.e., academic, civic, personal growth). Advancing such learning, however, requires that the reflection component of service-learning be both critical—grounded in critical thinking and critical theory—and oriented explicitly toward specific learning objectives—unpacked from the broader SDG learning goals.

Facilitators will offer (a) examples of specific learning objectives for SDG-related learning goals and two frameworks (i.e., KSABs and Bloom's Taxonomy) that can be used to guide curricular development, and (b) a solid conceptualization of critical reflection using the DEAL Model (Ash & Clayton, 2009). In critical reflection activities structured using this model, learners **Describe** experiences in detail, **Examine** those experiences using prompts aligned with specific learning objectives, and **Articulate Learning** outcomes in ways that both lend themselves to action and can be assessed as authentic evidence using rubrics. Participants will review examples of DEAL-based critical reflection assignments and use this model to draft prompts for SDG-related learning objectives of most interest to them.

Whether a service-learning enhanced course is focused on sustainable development, on framing learning goals in terms of global citizenship, or connecting students with whatever the public issues in their local communities may be, critical reflection can be designed intentionally to generate learning related to the SDGs. This session will build participants' capacities to recognize and act on this potential within their own service-learning contexts.

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## **Premises for building a sustainable development mindset through Service-Learning in Higher Education Students in Romania**

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The current study presents the findings of a qualitative thematic analysis of the proposals referring to the planning phase of Service-Learning (SL) projects by the first generation of students enrolled in the recently founded master's degree program, i.e. Ethology and Human-Animal Interactions (EHAI). The Master's program is offered in English and it is hosted by the Faculty of Animal Science and Biotechnology, University of Agricultural Sciences and Veterinary Medicine Cluj-Napoca. EHAI is the first master's degree program in Romania that includes a SL & Humane Education subject in the curricula of the first year students. The idea of including the SL subject in the curricula is based on a previous needs analysis of the expectations of community representatives, i.e. NGOs in the areas of animal protection, wildlife conservation and rehabilitation, animal-assisted intervention organizations etc., regarding the roles in the local community, at national and global levels, of the graduates of the EHAI master's degree program.

The research question guiding the current qualitative investigation is whether the contents of the SL planning proposals include elements reflecting the Sustainable Development Goals (SDGs) approach? The SDGs were mentioned to the students in other subjects, but no specific task was given to them at this stage to refer to SDGs in the planning of their SL projects. A number of 10 students submitted their planning of SL projects based in a structured template including reflection exercises and guiding information on mapping the community needs and identification of the objectives of the SL project. The portfolios were submitted at the end of one-semester SL-based course, during the academic year 2021/2022. The topics of the SL projects covered mainly the area of human-animal interactions, i.e. stray dogs, stray cats, interactions of stray dogs with local fauna, but also undesirable behaviors toward horses of a specific ethnic group in Romania.

The results of the standard thematic analysis procedure, indicates that the SDGs that emerged as categories of themes are the following: quality education, good health and wellbeing (in the context of One Health, One Welfare approach), sustainable cities and communities, life on land, and peace, justice and strong institutions. The findings are discussed from the perspective of including the SGDs in the curricular content of this SL and Humane-Education subject, starting from the theoretical presentation and continuing to the inclusion of SDGs in the reflection process before, during and after the SL project. As indicated in the literature, a SL-curricula enhanced by the inclusion of SDGs could be an educational tool that has the potential to improve the living conditions of the community by fostering active

citizenship, and to equip the students with meaningful teaching and service tools in the direction of achieving the global sustainable development.

## Round 4 – Session 11 – Stakeholder perspectives

### Unraveling multi-stakeholder networks in engaged education: a literature review

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#### ABSTRACT

Higher education institutions (HEIs) are increasingly driven to deliberately reconsider their role in terms of societal accountability and public engagement. While core functions of HEIs have traditionally been centered on research and education, adding public engagement as a third mission acknowledges the central role HEIs play in society (1,2). This has resulted in the need for stronger and more sustainable collaborations between academic and non-academic stakeholders. Often, the collaboration of a HEI with a societal partner is a one-on-one relationship, in which one university works together with one societal partner. Much research has been done on these university community collaborations (3). However, to meaningfully contribute to complex societal issues such as sustainability, an inter- and transdisciplinary approach is required, considering multiple perspectives (4). Therefore, collaborative forms such as multi-stakeholder networks, can be helpful (5,6). Based on our own experiences, we have observed that the interaction between the different stakeholders in such networks shields new insights, collaborative forms, and knowledge creation and exchange. Nonetheless, there is no blueprint for these interactions, that are usually not straightforward and differ per context. Therefore, we conducted a literature review to explore the landscape of multistakeholder networks in the context of HEIs. This literature review aims to answer the following research question: *How do (local) multi-stakeholder networks operate in addressing complex societal problems in engaged education through joint service-learning efforts?*

Firstly, we aimed to gain insight into what sort of networks exist, how these operate, and in what ways they contribute to addressing complex societal issues. Secondly, we aimed to evaluate how the establishment of multi-stakeholder networks as a collaborative way of working between different types of stakeholders can potentially contribute to the institutionalization of public engagement in HEIs. To identify relevant literature, a systematic literature search was conducted in three bibliographic databases, namely Web of Science, Scopus, and Eric (via Ebsco). Due to the great diversity across the articles obtained, we took an inductive and configurative approach (7), in which eligibility criteria were sharpened throughout the different rounds of the screening process. Data were inductively coded, and thematically analyzed (8). Our search and screening strategy ultimately resulted in a total of 19 articles eligible. Preliminary findings demonstrate large heterogeneity in terminology being used to describe collaborative forms such

as multi-stakeholder networks, which is also reflected in the diverse ways articles report and evaluate on such collaborative processes. In most case-studies, HEIs take an initiating role in the process of collaboration, which creates both opportunities and challenges for all stakeholders involved. Essential conditions for successful collaborations such as trust, a shared vision, and transparent communication seem to be considered, however, results show that these conditions are complex to realize in practice when all stakeholders involved aim to optimize their individual benefits. Our review shows the potential of multi-stakeholder networks in the context of HEI in addressing complex societal issues. With this review, we hope to contribute to the further establishment of such networks, and to create sustainable ways for HEIs to meaningfully connect with society.

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## Ideas and projects “beyond our own noses” - empirical survey on Community Partner perspectives on Service Learning

Individual Paper:

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Next to students and faculty, non-profit organizations and initiatives are diametral actors for many of the predominant forms of Service Learning in HEI (Altenschmidt forthcoming): As Community Partner Organizations (CPO) they are under welfare state conditions either mediator for service activities (in direct services) or, in indirect services, directly benefit from student activities themselves. In comparison to the effects of Service Learning on students and the academy, research on community partner perspectives is scarce, these “unheard voices” (Stoecker et al 2009) being addressed rather seldomly (exceptions Compare et al. 2021, Roth & Hohn 2020, Altenschmidt et al. 2009). Given the often constitutional relevance of CPO for Service Learning and societal transfer formats in general, this is astounding.

In February 2022, we conducted the explorative online research study “ComPaS” for CPOs of the University of Duisburg-Essen Service Learning program, with 15 partly open, scaled and (multiple) choice theory-based questions. With the study, we focused firstly on CPOs perceptions regarding the perceived usefulness and quality of Service Learning cooperation: efforts and benefits of cooperating, motives and hinderances as well as perceived differences between SL-students in comparison to volunteers and interns. Secondly, we focused on CPOs perspectives on student competency development through Service learning. The study addressed the perceived student learning effects, competencies, and knowledge gain in societal issues, social diversity, academic expertise, disposition for community service, and personal development – all factors indicated by US metastudies (e.g. Yorio et al. 2012; Eyler et al. 2001).

Our paper discusses the results (and limitations) of the study, among them: a remarkable desire of CPO to take part in higher education; a less-than-feared perception of CPO workload in participating; and an ambiguous feedback that a major part of students’ engagement impact might be an irritation of routines, standards and business as usual in CPOs.

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## **The stakeholder's objectives divergence in a Service-Learning course as source of tension and learning for students**

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Service-Learning initiatives involving engineering students with Global South are multiplying significantly (Nieusma & Riley, 2010) those last years. However, as in international development, such educational initiatives include many examples of unsuccessful technical projects. Beyond the success or failure, actors in the North and South find other motivations in Service-Learning. But only a few researches talk about expectations and success criteria of each stakeholder.

IngénieuxSud is a multi-actor Service-Learning course. Each academic year, around 200 engineering students from UCLouvain and from African, Latin-American and Asian universities collaborate remotely, in groups of 8, on a technical issue proposed by a professional actor. The students from the Global North and South then meet together during an internship for a month in the cooperative, NGO or company which shared their technical request. The objective is to train students to implement a systemic, ethical and critical thinking process in their future professional life.

All the stakeholders, including the socio-economic actors, teachers and students, have a large variety of explicit and implicit aims to participate to IngénieuxSud (technical, institutional, training, recognition, etc.) (Callon, 1986). We can observe that the achievement of the objectives by one actor does not necessarily condition that of others. Moreover, the objectives for each actor evolve throughout the "project". In addition, social representations necessarily influence these expectations. These representations are constructed from the socio-historical relationships between the countries concerned, the practices of humanitarian and development aid for more than half a century, but also the standards in engineering training. To our point of view, it is important to review the purposes of the different actors from a perspective that is more related to the Actor-network theory than a critical approach to power relations.

Thanks to this course, the universities of the Global North and South can present a solidarity label on the higher education market and channel the spirit of commitment of the students to assure a certain social calm. If the teachers of the universities of the Global South increase their notoriety in their contexts, by becoming the intermediaries to find places of internships, the Belgian teachers show up to their networks their sustainable actions and solidarity spirit.

Students are, for their part, aware of the impact that this kind of experience can have on a recruiter or on their social status. They undoubtedly consolidate their cosmopolitan habitus (Wagner, 2020) more than they “really” come to “help” local communities, reserving the charitable dimension to social networks.

Sharing their technical issues, socio-economic actors do not consider their participation as a contribution to the training of students. The socio-technical device installed, even if it is often anecdotal, then becomes a symbol of prestige on social networks.

In this communication, we will first highlight how a Service-Learning course helps to empowerment stakeholders, from the North and the South. We will then describe the social representations which are at the origin of each actor’s expectations. And we will end by observing that these different, sometimes divergent objectives, lead to misunderstandings and tensions, which in turn allow students to acquire unique learnings that are impossible elsewhere.

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## **Building SL networks and communities of practice around SDGs**

A. Batista, C. Ferrara and M. R. Tapia Sasot.

In times of changing demands, the capacity of higher education institutions to adapt and unite teaching and learning, research and social commitment contributing to the achievement of sustainable development to global citizenship is challenged. Higher Education Institutions (HEIs), from Solidarity Service-Learning (SSL) perspective, can enhance the protagonism of the learners, improve the link with the community and the integration of solidarity service in the curriculum while creating possibilities for GLOcal citizenship.

From the Latin American Centre of Solidarity Service Learning (CLAYSS), we have been promoting SSL in education institutions and NGOs around the world for more than 20 years. In this journey, we have seen how they seek to address social problems trying to make their identity and mission a reality through SSL plans, programs and projects clearly linked to the SDGs, a global framework that drives the world's efforts towards the year 2030.

Every year, CLAYSS celebrates an International Conference where SL experts and practitioners gather to exchange experiences and reflections. During the 25th international Conference in Buenos Aires, August 2022, the SSL experiences presented by Universities will be systematized. Content analysis will be used to categorize the experiences according to the common agenda of the 17 Sustainable Development Goals to support the perspective of a collective construction of distributed experiences for a GLOcal citizenship. Practitioners will be able to identify and contact colleagues from different regions who develop SSL experiences addressing the same SDG, to exchange learnings, reflections and resources. A global network of local experiences to prepare future citizens, agents of social change, to be ready to face the challenges of 2030.

## Round 4 – Session 12 – Panel on Service Learning and the SDGs

### Service-based learning on SDG 2 zero hunger using a collaborative learning approach

P. Almendros, L. Fernandez, S. Otegui, M. Montalvo, O. Villanueva, S. Garcia- Gutierrez, L. Sanchez, F. Revuelta

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Agronomy is continuously evolving and adapting to meet the demands of society by developing and implementing sustainable agricultural practices. The Sustainable Development Goals (SDGs) identify food and agriculture as key players for sustainable development, especially in relation to eradicating poverty (SDG 1) and hunger (SDG 2), combating climate change (SDG 13) and protecting our natural resources (SDGs 12, 14 and 15).

To ensure the success of SDG-related initiatives, the role of young people, such as high-school and university students, is crucial. They are certainly the major drivers of sustainable development and key agents of social change.

In this communication, we present a service-based learning practice carried out through a collaborative learning in which students from different educational levels studied hydroponic crops and their environmental impact. Hydroponics is an environmentally friendly plant-growth technique that makes use of mineral solutions instead of agricultural soil. The experience has involved 6 university students (from the Technical University of Madrid, UPM, Spain) and 44 high-school students (from the Julio-Verne Secondary School, IESJV, Madrid, Spain).

To develop the activity, on the one hand, students from the IESJV prepared homemade containers with

recycled materials where hydroponic cultivation was carried out. On the other hand, the UPM students applied their knowledge about nutrient solution calculations to prepare different mother solutions. Subsequently, the high-school students used these solutions to perform the experiment and evaluate the influence of the different solutions on plant growth.

This activity was complemented with a visit of IESJV students to the School of Agricultural, Food and Biosystems Engineering (ETSIAAB-UPM). This visit allowed them to see different hydroponic cultivation facilities. Likewise, the visit was accompanied by two introductory lectures, one performed by an expert in hydroponic cultivation and another one related to the SDGs associated with the sustainability of agricultural systems.

The outcome of this activity has been evaluated by comparing the results of a questionnaire that students had to fulfill before and after the experience. The results demonstrate the success of cooperative activities to engage students in STEAM (Science, Technology, Engineering, Arts and Mathematics) activities, as well as to effectively carry out a service-based learning on SDGs related to environmentally responsible agri-environmental production.

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## A practical experience of service-based learning of the Sustainable Development Goals at the Universidad Politécnica de Madrid

P. Almendros, S. Otegui, A. Nares et al.

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Over the last years, service-based learning has become a more and more popular option to increase the engagement of students of all ages. On the one hand, it requires hands-on activities, which typically render a deeper and more significant learning. On the other hand, the orientation towards solving practical problems also increases their motivation and commitment with their own studies.

In this communication, we present a service-based-learning experience conducted at the Universidad Politécnica de Madrid around the Sustainable Development Goal (SDG) 12 “Ensure sustainable consumption and production patterns”. The SDG 12 certainly lies among the most transversal and distinct ones as our every-day lives require the consumption of several resources, this influencing also the achievement of other SDG, such as SDG 6 on water or the SDG 7 on energy, among others. Furthermore, the impact of our daily behaviour also has a deep impact on the environment and climate in the long-term (SDG 13).

The experience has involved several university students of bachelor degrees strongly related to the environment, such as Agricultural or Agroenvironmental Engineering, who conducted different activities in order to rise the awareness of the SDG 12, and others associated with it, among over 500 secondary students of 6 high-schools of the Comunidad de Madrid (Spain). For example, the university students worked as instructors in an escape room and in Physics-laboratory practices related to water, and gave talks on recycling and microplastics. The success of the experience has been

assessed by fulfilling a pre- and a postquestionnaire.

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## **Service-based learning of the SDG 6 clean water and sanitation using an escape room**

S. Otegui, P. Almendros, F. Revuelta

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The 17 Sustainable Development Goals (SDGs) that the General Assembly of the United Nations approved in 2015 form a set of ambitious actions arranged to transform our present societies into other ones more ecologically friendly and sustainable. Then, raising the awareness of the SDGs among our current high-school and university students is of vital importance since they will be the future rulers of our nations.

In this communication, we present a practical service-based-learning performed at the Universidad Politécnica de Madrid (Spain), where the 6<sup>th</sup> SGD Clean water and sanitation is implemented in an escape room. This methodology has a remarkable ability to improve the students' motivation and academic performance, as well as their autonomy, confidence and self-esteem. The experience has involved 9 university students as well as over 200 students of 5 high-schools of Comunidad de Madrid (Spain).

The escape room is head by a student of the Master's Degree on Secondary Education. She gives an introductory talk at the begin of the session to briefly explain what are the SDGs, in general, and the SDG 6, in particular. Subsequently, she indicates the rules and tasks of the escape room, where high-school students have to play the role of scientists who must collaborate in order to save the planet. For this purpose, groups of 4 to 6 high-school students have to solve between 4 and 6 challenges related to different properties of water, all of them connected to some of the units studied in their courses of biology, physics and chemistry. The game is guided by an interactive presentation and most of the challenges involve manipulative experimentation. Furthermore, first-year university students enrolled in bachelor degrees with a strong ecological background, such as Agoenvironmental or Food Engineering, act as instructors who guide and help the high-school students.

The excellent performance of our escape room has been assessed by comparing two tests that the students had to fulfill before and after the experience. The results show the ability of escape rooms to divulgate the SGDs as well as to efficiently conduct service-based-learning.

### **Acknowledgements**

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## **Round 5 – Session 13 - European Perspectives on Institutionalizing Service-Learning**

### **Panel: European Perspectives on Institutionalizing Service-Learning**

As service-learning becomes more prevalent around the world, the challenge is not only offering more and better service-learning courses but also institutionalizing service-learning, which goes beyond changing the curriculum on a course-by-course basis and includes institutional and organizational change to establish widespread campus support and participation. Institutionalizing service-learning in Europe is a dynamic challenge as service-learning becomes an increasingly prominent aspect of European higher education. As Ribeiro et al. (2021) noted, institutionalization in European higher education is complicated because service-learning, when well-designed and implemented, should be “highly sensitive to socio-cultural variations, which gives it a character of commitment to the historical, situational, and cultural contexts in which it takes place” (p. 5). Thus, strategic approaches to institutionalization must consider the context and tailor steps accordingly to an individual campus. Building on previous work in the United States by Bringle and Hatcher (2000) and Furco (2002), they proposed ten guidelines to assist European institutions as they plan and implement taking steps to enhance institutionalization: (a) institutional involvement, (b) funds allocation and financial strategies, (c) coordination unit/support infrastructure, (d) rewards and recognition of students and teachers, (e) teaching planning, (f) teaching principles, (g) service-learning research, (h) institutional advertising and support, (i) student social justice learnings, and (j) partnerships with the community. The presumption is that acting within these guidelines will result in service-learning becoming part of the institution’s academic culture for civic engagement more broadly.

The purpose of this panel is to present multiple perspectives on institutionalizing service-learning at the campus level. Each presentation will consider how steps taken toward developing institutionalization adapted the guidelines to a specific context. The panel will be moderated by Robert Bringle from Indiana University Purdue University Indianapolis, who will present an overview of institutionalization of service learning, introduce each panelist, and provide concluding remarks prior to soliciting comments and questions from attending participants. Confirmed panelists are Geertje Tijmsma, Vrije Universiteit Amsterdam; Luisa Mota Ribeiro, Universidade Catolica Portuguesa; and Berta Paz Lourido, Universitat de les Illes Balears.

Each has prepared a proposal for their individual presentations (see below).

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## **Institutionalization efforts of Community Service Learning within the VU university, the Netherlands.**

G. Tijsma

Europe and the world are increasingly confronted with persistent 21st century problems such as sustainability and social segregation that are by no means easy to solve. Addressing these complex problems requires knowledge production that relies on inter- and transdisciplinary collaborations. Within my presentation I will elaborate on two approaches that aim to contribute to advancing inter- and transdisciplinary approaches within the VU through community service-learning practices.

The first approach is the thematic service-learning approach in which multiple existing educational initiatives, such as courses and internships, are clustered to address a complex issue (Tijsma, Urias, & Zweekhorst, 2021). The second approach is the development of a new master's module, open as an elective to all master students of the VU, that combines inter- and transdisciplinarity for addressing complex issues. The module consists of two courses the first of which centers on the identification of complex problems in student-led multi-actor dialogue sessions, and the second on addressing those problems through interdisciplinary collaboration among master's students who are at the same time also working on their own thesis.

I will discuss opportunities and considerations for both approaches in light of institutionalizing (starting up, scaling up and sustaining) such practices. I will reflect on possibilities in relation to responsiveness of the approaches, benefits for each stakeholder group involved (faculty students and community partners, support structures), and connections to the ten guidelines to assist the institutionalization of service-learning at European institutions.

Tijsma, G., Urias, E., & Zweekhorst, M. (2021, February). A thematic approach to realize multidisciplinary community service-learning education to address complex societal problems: A-win-win-win situation? In *Frontiers in Education*, 5, 617380).

## **Institutionalizing Service-Learning in UCP: Reflections on a Shared Journey in CApS Project**

**L. Mota Ribeiro, C. Themudo, H. G. da Costa, F. Miranda, J. Cunha e Costa, M. Silva, P. Dias, R. Peixoto, A. Oliveira, R. Paiva e Pona, C. Ribeiro, M. Coreia, P. Aramburuzabala**

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The CApS Project – “Catholic University and Service Learning: Innovation and Social Responsibility” (2020-2023)-- aims to contribute to the promotion of Service-Learning (SL) in Universidade Católica Portuguesa (UCP) and in other higher education institutions in Portugal, stimulating pedagogical innovation and social responsibility. SL courses have been developed in the four campuses of UCP (Braga, Lisboa, Porto, and Viseu) towards institutionalizing SL in UCP. This paper will present reflections on the shared journey in designing, implementing, and evaluating 44 SL courses during the last three semesters. The development phases of the CApS Project will be shared, such as the constitution of a national team and local teams, the training and capacitation of teachers, the inclusion of SL in the university's strategic development plan, the definition of goals for each study cycle, the research with quantitative and qualitative data collection, and the external evaluation. Currently we are involving more intensively the intermediate leaders (faculty directors and course coordinators), studying ways of recognition for teachers and students, articulating with the recently created Católica Learning Innovation Lab, and identifying ways to promote the sustainability of the project after the end of external funding.

## **Institutionalizing Service Learning: Successes and Challenges**

B. P.Lourido

In 2017, the University of the Balearic Islands approved the APSUIB program for institutionalizing service learning at the university. The program continues to create the necessary pathways so that service-learning is not carried out sporadically but is incorporated into strategic lines that organize the actions carried out. It is working to increase the visibility and recognition of the work carried out by teaching staff and students, as well as the creation of their own educational materials, increase networking with other organizations, and improve the visibility of the program by organizing a local service-learning workshop at the UIB. One of the aspects to be valued is the continuous offering of training courses on service learning in recent years. Although the first editions were aimed at teachers, the latest ones are proposed jointly by students, teachers, and social partners in order to promote the design of interdisciplinary projects that are contextualized to the local needs and promote the active role of students in the process.

The ApSUIB program works as a coordination unit and uses a website and social networks to inform members of the university community and make visible the service-learning projects. The “university access program”, focused on incoming students, will also incorporate information on service-learning. Finally, the preparation of a service-learning guide in collaboration with community entities is aimed at making this methodology known by the counterpart entities, so that they can develop a truly active role and not just a secondary support to an educational project. Collaboration with island councils is considered as another action for the near future, once the first contacts have already been made. ApSUIB organizes free information sessions and maintains a close relationship with social entities such as the Balearic volunteering platform and the non-university service-learning center of the Balearic Islands.

Since its creation, the ApSUIB program has received private funding through sporadic partnerships with the university or through public funding of employment limited-time contracts for staff. This financial uncertainty complicates the program because seeking funding becomes one of the program’s prominent aims. Thus, long-term administrative support developed with university funds is still required. One of the difficulties of the program has been not only to obtain financing for its operation but also to find and maintain qualified personnel.

The recent interest of the Spanish National Agency for Evaluation and Accreditation about service-learning, as well as the measures aimed at promoting the involvement of universities with the 2030 Agenda, may be external elements with an impact on the UIB. That is why, within the necessary contextualization that the Guidelines for the institutionalization of service-learning must have not only the identification of European, Spanish and Balearic policies within the framework in which service-learning is being developed but also the reverse: the promotion of service-

learning in each specific university may have a political impact beyond the local, contributing to a transformation of the European university as a whole, always considering the particularities derived from the each context.



## Round 5 – Session 14 – International Service-Learning

### Interdisciplinary and International Community Engaged Learning at the Centre for Global Challenges

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**Abstract:**

According to the Prospective Report on the Future of Transnational Collaboration in European Higher Education (2030), addressing grand challenges such as the Sustainable Development Goals, “will require interdisciplinary approaches, with academics, companies and students working together in research and teaching teams across physical, national and disciplinary boundaries” (Huisman et al. 2020, p.58). Therefore, addressing these challenges requires actions of different stakeholders with different interests, views, and needs, and requires interdisciplinary scientific insights and the collaboration between stakeholders from both science and society at the local, national and international level. This also translates to higher education, where the need for stronger societal engagement in educational activities is increasingly recognized (Aramburuzabala et al., 2019; Biberhofer & Rammel, 2017; MacDonald & Tiessen, 2018; Millican & Bourner, 2011).

In this paper, we present the work of the Utrecht University Centre for Global Challenges, an interdisciplinary research centre, which developed various international Community Engaged Learning projects embedded in ambitious experimental frameworks that integrate research, education, and societal impact. One of these frameworks is Contesting Governance, a framework engaged in critical and interdisciplinary exploration of themes at the crossroads of governance, institutions, human rights, conflict and security, all of which have strong links to SDG 16.

In this article, we share some initial evaluation results around a series of international Community Engaged Learning projects implemented in collaboration with international partners like Airwars, Amnesty International, Human Rights Watch, and PAX. We also assess some practical challenges we faced and successful strategies learned to overcome those challenges. Those strategies allowed us to strengthen an institutional context that promoted and supported interdisciplinary and international educational activities, something which is still lacking in the current higher education context (Aramburuzabala et al., 2019). Finally, we reflect on the potential of the SDG agenda to strengthen service-learning activities by taking an interdisciplinary and international approach to community engaged learning and working on complex global challenges.

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## **Which kind of diversity? Reflecting on a UNICORN SL experience**

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The University-Community Learning (UNICORN) Project, funded under the EU Erasmus+ program, aims to promote and implement Service-Learning in different European countries as an integral part of the Erasmus student exchange program. It builds on the internationalisation experiences and the partnership between higher education institutions (HEIs) and local community organisations to promote SL as part of the curricular mobility experience. Local community organisations are asked to co-design SL courses with European HIEs to host international students. The University of Bologna and ASP - Public Company for Services to the Person Cesena Valle Savio District developed an SL project titled "reflecting diversity". The project explicitly sought to provide students with the opportunity to participate in small-scale action research on housing issues in collaboration with social practitioners and users of Immigration, Social, and Mediation services. The course aimed to develop transferable skills and civic competencies, including knowledge and critical understanding of the context and the policies related to housing, cooperation, and adaptability, as well as empathy and responsibility. Six students took the course: four international students (3 from Spain, 1 from Belgium) and two Italian students.

The study aimed to evaluate the students' experience, the first to pilot the UNICORN modules, to understand to what extent it contributed to developing transferable skills and civic competencies. Moreover, the potential challenges national and international students face were investigated. Following a qualitative approach, the six reflexive journals compiled by the students during the course development were analysed using thematic analysis. Feedback from site supervisors (i.e., community partners) and academic instructors gathered over time was also used to triangulate the different perspectives.

The results show that the mobility component added some challenges to SL, including linguistic and plurilingual skills, which, however, did not hamper the collaboration between students and social operators. Suggestions regarding possible improvements to maximise the learning potential of the mobility SL will be presented.

## **Social Workers Advance the SDGs: A Social Work Service-Learning Curriculum on *Empowering the Girl Child***

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This presentation outlines a service-learning curriculum designed to contribute to achieving the SDGs by strengthening the social service workforce (SDG 16-Peace, Justice, and Strong Institutions), an identified strategy by UNICEF, the lead UN agency on protecting children from all forms of violence (SDG 5-Gender Equality; SDG 8-Decent Work and Economic Growth; & SDG 16-Peace, Justice, & Strong Institutions). A well-planned, trained, and supported social service workforce plays a critical role in responding to situations of vulnerability and harm (UNICEF, 2019; 2021). Social service workers, with adequate training and support, address root causes of injustice and inequality, build community cohesion, and empower individuals and communities. Social work field education, a form of service-learning, is considered the signatory pedagogical approach for capacitating social workers (Wayne et al., 2019; GSSWA, 2019).

Gender equity (SDG 5) is key for achieving the SDGs, with girls at the highest risk of all forms of violence. Given that 1.2 billion adolescents aged 10-19 years make up 16 per cent of the world's population, empowering girls provides an unprecedented opportunity for global progress across all countries. For example, according to a recent US study, 41 US states allow child marriage (Tsui et al., 2018). Investing in girls yields many returns including reductions in early pregnancy, increased earning power, and overall healthier families and communities (Temin et al., 2018). It is critical that social workers understand how investing in and empowering the girl child represents a unique opportunity for progress (Temin et al., 2018).

Integrating a curriculum on *Empowering the Girl Child* is one strategy for building the capacity of social workers to advance agency and give voice to girls 12-18 to achieve SDG 5 – Gender Equality, and related SDGs (SDG 4 – Quality Education; SDG 13 – Climate Action; SDG 16 – Peace, Justice, and Strong Institutions; and SDG 17 - Partnerships). This presentation summarizes research and practice-based experiences in low-, middle-, and high-income countries on the interrelated issues of child marriage, menstrual justice, and unequal access to education as a form of gender-related violence and proposes a practice-based service-learning curriculum for social work students. The proposed curriculum is embedded within the SDGs, reflects best practices in service-learning and social work field education, and responds to community-engaged, social justice learning outcomes

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## **The quadruple value of service-learning or funding service-learning for SDGs through African-based carbon offsetting**

L. Seidler, A. Dioum, L. Nanga-Me-Abengmoni

Lilly Seidler (TU-Berlin), Dr. Alle Dioum (UCAD-Senegal), Dr. Leonel Nanga-Me-Abengmoni (HTTC-Yaoundé)

Empirical research and practical experiences – Preference to be part of a panel with other international practical service-learning experiences

In the framework of the module Global Climate and SDG engagement the International African Higher Education and NGO Service-Learning Network *Greening Africa Together* is now working with other partners from the Global South like Yemen and Columbia to tackle climate change and the SDGs through a joint service-learning module. Not only students from Benin, Burkina Faso, Cameroon, Ghana, Kenya, DR Congo, Senegal, Togo, Yemen, and Uganda, but also from Germany and Spain are participating in the module.

The sustainability strategy is based on the African-based CO<sub>2</sub> Compensation Certification (GATo CCC), which aims at:

- Fighting climate change and address the SDGs through CO<sub>2</sub> compensation schemes
- Developing African based standards for CO<sub>2</sub> compensation projects other than relying on standards developed from outside the continent
- Empower and support African local communities, universities, local and international student teams and local NGOs to carry out sustainable, integrated climate protection and development projects and to finance them as compensation projects.

Therefore, this cooperation addresses not only the triple challenge of creating value for community, Higher Education Institutes, and students, but also of tackling climate change and creating funds through carbon offsetting to be able to finance these projects.

In the framework of CO<sub>2</sub> compensation projects a rigorous project management and quality management is necessary, which has to meet at the same time the learning outcomes of students.

For this purpose, the network is working in cooperation with the Berlin University Alliance and the University Service Center for Development (BMZ) on a set of standardized documents for project management of small community-based carbon offsetting projects. This enables the development of small community-based carbon offset projects with clear project management and monitoring. At the same time, these documents serve as teaching material of the jointly developed teaching module and allow students to get experiences in project management and green social business.

Further added values for community, HEIs and students include:

- Local community organizations such as women's groups/cooperatives, youth associations, parental associations, community organizations for mothers, and health centers are empowered to be project owners of carbon offset projects.
- This transforms them from donation recipients to climate change service providers, enabling them to self-finance access to sustainable development.
- African universities will be empowered to develop, fund, and implement sustainable climate change projects with local communities and student teams of relevant majors.
- The African, South, and North partner universities can cooperate in practice-oriented research for the sustainability of these projects.
- SDGs such as food security, health, education, gender equality, decent work, sustainable communities, and peacebuilding will be addressed in small community-based projects and funded through voluntary carbon offsets.
- The employability and entrepreneurial skills of participating students and community organizations are enhanced.
- Collaboration at eye level of all the partners is improved.

Project experiences in the field of these quadruple values will be discussed in the presentation.

## Round 5 – Session 15 – Implementation of Service-Learning

### Some challenges militating against higher education achieving sdg 4 through service learning

T.V. GBADAMOSI, L.I. Olagoke-Oladokun & M. Mokhtar

By

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#### Abstract

Studies have shown that service learning is an effective pedagogy for promoting sustainable quality higher education. However, some factors are limiting result-oriented service learning in Nigeria. This study, therefore, examined some challenges militating against higher education achieving SDG 4 and suggested strategies for effective implementation of service learning in Nigeria. Two research questions were raised to guide this study. The study adopted a qualitative approach to collect data.

Twenty-five 400-level Economics students were involved in the study. Data were collected from the respondents through in-depth interviews, audio-taped and transcribed. The collected data were analysed using ATLAS.ti Qualitative Data Analysis (QDA) software. The study revealed some of the major challenges encountered by most of the interviewees are coping with personnel such as school heads, and company managers; the time scheduled for the programme also posed a challenge for the participants as most of them complained of shortness of time and challenge of time management and lack of finance for the project among others. However, the interviewees suggested that community partners such as school management should be carried along, students' differences should be put into consideration during posting, adequate funding and time, etc. It can therefore be concluded that service learning is a potent weapon to achieve SDG4, if some of the challenges confronting its effective implementation are addressed.

**Key words:** Curriculum, University, Economics



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## **What is the importance of teaching assistants, in the implementation of service learning?**

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Since 2004, the Service-Learning program (S+L) of Catholic University of Chile has been a promoter of the implementation of the S+L methodology. A course with S+L is composed of a teaching team (teachers and teaching assistants) who work in a coordinated manner to co-construct quality S+L projects, together with students and community partners. Teaching assistants are usually students of undergraduate studies, Master's or PhD programs but can also be graduates. They collaborate with professors and support teaching activities. In order to position the role of teaching assistants in these courses, who are members of the teaching team, training spaces have been provided for the development of skills that strengthen their function, in their relationship with students, teachers and community partners. In addition to this, at the end of each academic semester, the S+L Teaching Assistants Survey is applied, thus obtaining sustained information on their work, functions and performance. Also is possible visualizing opportunities for improvement in their process as teaching assistants in an S+L course. The instrument has a Likert scale format and open questions. To date, teaching assistants in S+L courses have been surveyed during 5 consecutive semesters, from 2020 to 2022, obtaining more than 130 responses. Among the main quantitative results, there is a high valuation of the fulfillment of learning objectives, the relevance of the service provided to the community, and the good understanding of the S+L methodology by students. Also noteworthy is the positive perception of the respondents about their own tools, in their performance as teaching assistant, together with the intention to be a teaching assistant in S+L courses again. Among the qualitative results, the following stand out among the strengths of S+L the creation of concrete products that are a contribution to the communities. In strategies to improve, it is proposed to modify evaluations so that they are a contribution to the service project, the protagonist inclusion of teaching assistants in the relationship with community partners and the increase in the number of teaching assistants per course to avoid work overload. Including teaching assistants in the teaching work involved in S+L, reinforces the vision and purpose of the disciplinary work and how the professions are made available to more just, equitable and sustainable societies using S+L as the driving tool to achieve this transformation.

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# Does the development of Service-Learning project activities reflect on the research activities at the university level? – A case study of the University of Split

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## **Abstract:**

The purpose of this study is to analyse the Service-Learning implementation process at the University of Split from its beginnings and to analyse the connection of professional and teaching activities with research activities. Seven years have passed since the first Service-Learning project was implemented at the University of Split. During that period, several projects were implemented, and courses created or adjusted to include SL perspective. The biggest step forward was undertaken when the Service-Learning gained the international dimension by including this concept as one of the key concepts of the social interactions of the European University of the Seas Alliance. Therefore, the idea of this paper is to identify whether the administrative support of this concept at the university level is accompanied by an increased number of collaborators who implement Service-Learning in their work (related to SDG Goal No. 4) and an increased number of publications. For this research, the method of secondary databases analysis will be used, as well as a literature review. The results of the research will show whether the appropriate administrative support, as well as the increased number of SL projects at the University of Split, reflects on the number of research activities as well.

**Keywords:** service-learning, research, project

## Aligning Service-Learning efforts with SDGs using Technology Platform

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**Introduction:** Service-Learning is getting widely adopted by Schools and Universities. It demands standardization of the SL process and streamlining of data handling. This paper endeavours to highlight gaps in institutionalizing and universalization of Service-Learning efforts. It discusses challenges in standardizing the processes, collecting data, collating it at University/State/National/Union/International level, policy alignment of community work and predictions based on collected data. This paper proposes a technology-based solution to address these problems.

**Abstract:** There is increasing use of technology for handling Service-Learning projects. Specifically, after the pandemic community organizations are also encouraging online work. As teaching is also shifting to online mode e-SL has become a buzzword. There are various processes which are shifting to online mode in this decade and every university appears to develop their separate online formats (mostly google form) for this purpose. **Gap1:** Major issue is that there is no standardized process and formats which can accommodate all contextual variations. Therefore, even though online forms have eased the data collection, it does not help much for processing the data, analysis and national-level inference from this.

United Nations and many other international organizations are continuously putting efforts to understand the world's problems and taking action "to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity". Central, federal, and state governments are designing policies which will meet the agenda set by SDGs. District and local implementing agencies are achieving those policy targets. Similarly, Universities are also expected to contribute to betterment of neighbouring communities and Service-Learning help achieve that objective. **Gap2:** But there is no platform which will connect these dots and quantify the effectiveness of these efforts.

Service-Learning pedagogical approach can achieve civic outcomes and it is a primary driver for governments to promote this pedagogy. Universities are also adopting SL to make sure that their students become a responsible citizen in the future. Communities expect youths to take responsibility for their community issues. The current economic system has made work-related migration a common practice which disconnects people from their communities. Such migrated populations find it difficult to contribute to society as they cannot track opportunities. **Gap4:** Service-Learning does not go beyond the School and University age. Data collected during the Service-Learning implementation can become a rich source to understand civic inclinations and can accordingly send notifications with relevant opportunities in their current neighbourhood.

This paper discusses such issues in detail and finally proposes a technology platform as a solution. It will start with standardizing the SL process so that specific data points can be identified, quantified and continuously improved. The paper proposes Lean Methodology for this continuous improvisation. The system proposes executive dashboards using contemporary Data Visualization tools. Finally, AI-based integration can be integrated to develop predictive models and simple recommendation engines. As a result, this system will improve students' understanding of the SDG, Policy directions and community needs. By aligning community service towards SDG, it will make Universities and communities SDG-minded.