Service-Learning: Educating for Critical and Caring Citizenship

serve, reflect, learn
Service Learning: Educating for Critical and Caring Citizenship

How to put European Humanism into practice?

How to co-create European Humanism?
Service-learning

• Encounter with human person, especially the human person in vulnerable position in order to be transformed and co-create humanism

• Educate young people
  o *for* others, and *for* the most vulnerable
  o *together with* them
  o *from* them
Service-learning helps to co-create European humanism

**Verbeelding:** Imagination

**Verdieping:** Deepening

**Verplaatsing:** Displacement

**Verbinding:** Connecting
What is service-learning?

International movement

Service-learning as a pedagogy for connecting self-other-world

Connecting practice and values
What is service-learning?
Based on: Service Learning Student Guide, Lorain County Community College,
http://www.lorainccc.edu/Community+Services/Service+Learning/Students/Service+Learning+Student+Guide.htm

Info: servicelearning@kuleuven.be
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Types of service-learning

**Direct**
- Contact with community is direct
- Teaching, tutoring, visiting elderly people, etc.

**Indirect**
- Contribution is indirect (through organization)
- Making translations, website, brochures or videos for an NGO, etc.
What’s in a name?

❖ Service-learning
❖ Community(based) (service-)learning
❖ Aprendizaje y servicio solidario
❖ 服务学习 fúwù xuéxí
❖ Serve, reflect, learn: three essential characteristics
SERVICE-LEARNING: three essential characteristics

Serve - Reflect - Learn
Service component

Critical reflection about experience

- about course
- about oneself
- about society

Info: servicelearning@kuleuven.be
Servc

Integrated in curriculum (academically anchored)

Must meet an authentic community need/articulated by an organization

Reciprocal relations and horizontal solidarity (attitude)

http://www.eduso.net/res/?b=20&c=193&n=664

Info: servicelearning@kuleuven.be
Horizontal solidarity

(Based on: T. Nieves 2006)

- ‘Solidary’ community
  - knows
  - has
  - Can
  - gives
  - active role

- Community ‘in need’
  - Doesn’t know
  - needs
  - Is unable
  - receives
  - passive role

- ‘helping’

- ‘being helped’
Horizontal solidarity (T. Nieves)

- Not just ‘for’ but ‘together with’
- Not only ‘giving’, but also ‘receiving’ and ‘learning from’
Dealing with complex issues in real life, ambiguity and diversity

Transformative: perspective change, becoming aware of different frames of reference

From meaningful experience and OTHERS, through REFLECTION
reflect

SERVICE     REFLECTION     LEARNING

BEFORE  DURING  AFTER

Info: servicelearning@kuleuven.be
Service-learning as an international movement

serve, reflect, learn
UNITED STATES

Who We Are

Campus Compact is a national coalition of more than 1,100 college and university presidents who are committed to fulfilling the public purpose of higher education. As the only national higher education association dedicated solely to campus-based civic engagement, Campus Compact promotes public and community service that develops students’ citizenship skills, helps campuses forge effective community partnerships, and provides resources and training for faculty seeking to integrate civic and community-based learning into the curriculum. Campus Compact’s membership includes public, private, two- and four-year institutions across the spectrum of higher education.

Campus Compact comprises a national office based in Boston, MA, and state affiliates in CA, CT, FL, HI, IL, IN, IA, KS, KY, ME, MD-DC, MA, MI, MN, MO, MT, Mountain West, NE, NH, NJ, NY, NC, OH, OK, OR, PA, RI, SC, TN, UT, VT, WA, WI, and WV.

http://www.compact.org/
UNITED STATES

IARSLCE
International Association for Research on Service-learning and Community Engagement

NATIONAL SERVICE-LEARNING CLEARINGHOUSE
https://gsn.nylc.org/clearinghouse

Michigan Journal of Community Service Learning
Volume 21, 2014-2015
LATIN AMERICA

CLAYSS: CENTRO LATINOAMERICANO DE APRENDIZAJE Y SERVICIO SOLIDARIO

Buenos Aires (Argentinië)
OTHER: SOUTH AFRICA, HONG KONG

The Chinese Univ. of Hong Kong

The Service-Learning Programme of Chung Chi College was established in February 2000. It is designed as part of the College General Education.

Currently, we have three components

(1) Local—There are eight agencies in Hong Kong that we do service-learning with.

(2) Mainland—This summer, the Mainland Service-Learning Programme will be conducted in Yangshuo, Guangxi Province and Qingyuan, Guangdong Province in China. Students can choose between the two service locations. We will help poor rural high school students to learn English in Yangshuo area and provide service to the local community in Qingyuan area.

(3) International—We send students to do service-learning in Indonesia, India, Korea and the Thailand.
EUROPE

IX Congreso Nacional y I Europeo de Aprendizaje-Servicio Universitario

9th Spanish & 1st European Conference on Service-Learning in Higher Education
19-21 SEPTEMBER 2019

Local service-learning in Flanders
+
Service-Learning in European Higher Education
+
Official establishment of a European Association of Service-learning in Higher Education

https://www.ecsl2019.eu/
Service-learning as a pedagogy for connecting self-other-world

serve, reflect, learn
Connection with self-other-world

1. Service-learning contributes to the development of the whole person

1. Service-learning helps students to become critical, caring and responsible (global) citizens

2. Service-learning engages the university and the academic community in the world: reciprocity
1. Service-learning contributes to the development of the whole person

(Inter)personal development of the student:

- **Self:** Head, hands, heart

- **Other:** Awareness of *social responsibility*; explicit attention for connectedness: “care first and learn from”

- **World:** Broad education of the student with a clear link to society and contemporary reality
Three types of learning

THEORETICAL KNOWLEDGE (CONTENT BASED)

PRACTICAL SKILLS

SOCIAL AND PERSONAL DEVELOPMENT
Compartmentalization of types

THEORETICAL KNOWLEDGE

PRACTICAL SKILLS

SOCIAL AND PERSONAL DEVELOPMENT
Service-learning

THEORETICAL KNOWLEDGE

PRACTICAL SKILLS

SOCIAL AND PERSONAL DEVELOPMENT
Personal development: a leap into the unknown

Experiencing:
- Vulnerability, fragility
- Questioning assumptions, models, values, …
- What transcends us

To accept the uncertain
Becomes a story → and therefore formative

The story of the OTHER becomes part of my story
2. Service-learning helps students to become critical and responsible (global) citizens

- “Civic education” : Active, critical, caring and responsible citizens

- This can be achieved through, among other things, the development of empathy for the vulnerable, insight into structural injustice and inequality, and the strengthening of willingness to solidarity

- Solidarity = relationship to the stranger whom I do not encounter, but who is, like me, a human being. Solidarity is then a preparation for the future and at the same time a grounding in the present (Radest 1993)
High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curricula first-year seminars or other programs that bring small groups of students together with faculty or staff in a regular box. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are redesigning their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with active contact with questions, empirical observation, cutting-edge technologies, and the sense of discovery.

Common Intellectual Experiences
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses in a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses,” others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including first-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this sustained practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by kinesthetically to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldsviews different from their own. These studies—which may address U.S., diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experience. These programs should include the idea of giving something back to the community is an important component, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and in give them the benefit of supervising and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Although they’re called “senior capstone” or some other names, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstone courses are offered both in departmental programs and, increasingly, in general education as well.
3. Service-learning engages the university and the academic community in the world: locally and internationally

- In dealing with 'the other', the other also transforms us, also as community

- Attention to the margin helps us to discern what is important: also in terms of research

- Challenges us to think about our place as university in the world, and how we can relate academically to that world: reciprocity
LEARN FROM

CONNECTING SERVICE-LEARNING PRACTICE AND VALUES
Criminology + Theology

“Imprisonment as lived reality”

→ RADICAL HORIZONTAL SOLIDARITY AND RECIPROCITY
→ REFLECTION AS CONNECTION
Engineering Technology, Electronics-ICT

Inclusive webdesign

⇒ FROM ENCOUNTER TO EMPATHY TO SOLIDARITY
→CARE FIRST
→LEARN FROM
→CONNECTING STORIES
History

Oral histories

→ LEARNING HOW TO LISTEN AND GIVE VOICE
HOW TO PUT EUROPEAN HUMANISM INTO PRACTICE?

HOW TO CO-CREATE EUROPEAN HUMANISM?
Service-learning

Encounter with human person, especially the human person in vulnerable position in order to be transformed and co-create humanism

- Educate young people
  - for others, and for the most vulnerable
  - together with them
  - from them
CONCLUSION: SERVICE-LEARNING

Concrete encounters through service-learning help to co-create European humanism.
Want to find out more?

SERVE, REFLECT, LEARN

Service-learning is an experiential learning method in which students engage in service, reflect on their experiences and learn on an academic, personal and civic level.

READ MORE

UPDATES

› May 15th: service-learning celebration
› Article on Service-learning in the history programme in Veto: "Bedankt om naar mij te luisteren". De menselijke kant van mannelijk sekswerk"

MORE UPDATES (IN DUTCH)

CONTACT

› Subscribe to our newsletter (in Dutch)
› Contact the service-learning team
Want to find out more?

https://www.kuleuven.be/english/education/sl

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