

What about SL in Europe?



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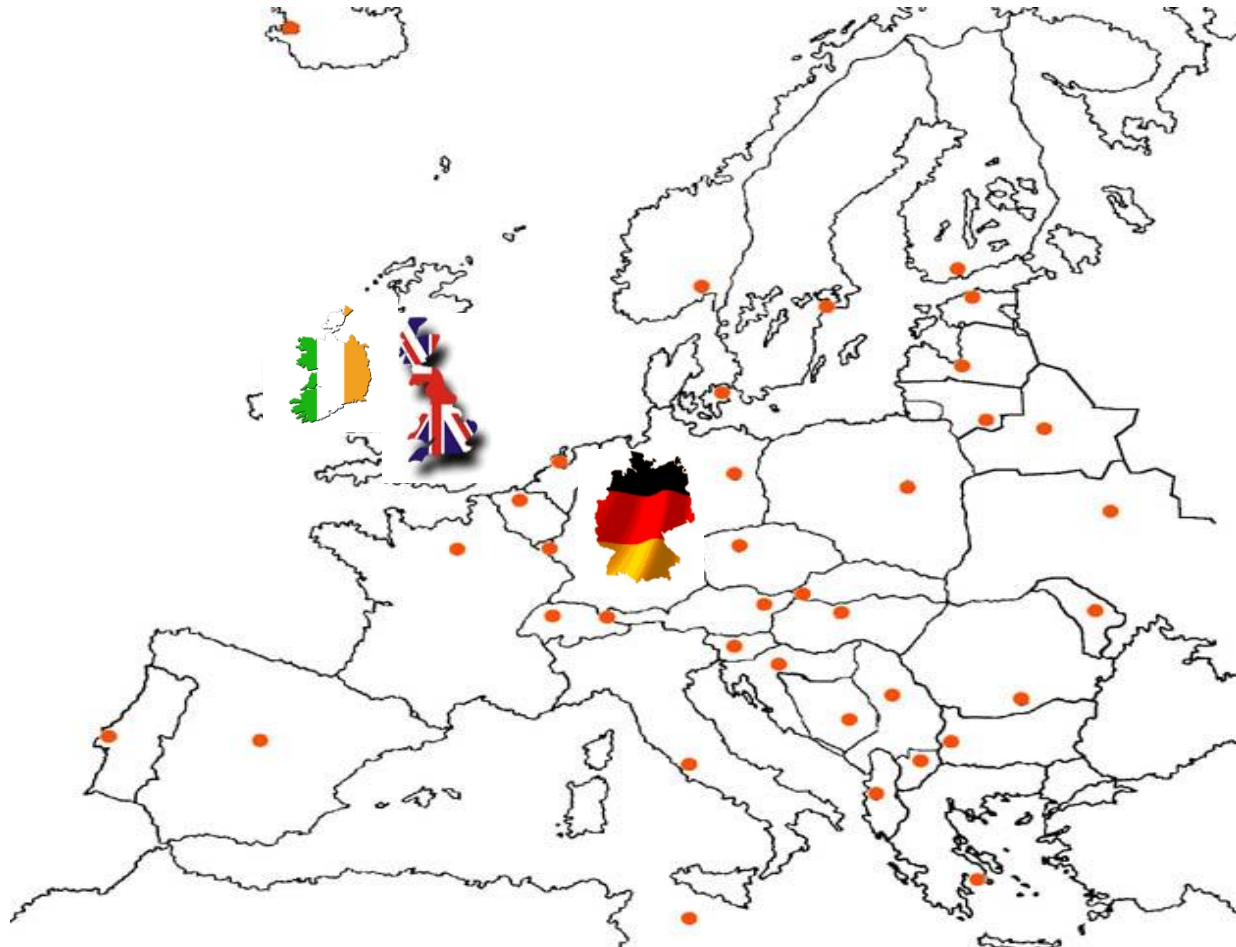
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What about SL in Europe?



- ✓ The emergence of SL in Europe
- ✓ Other countries in Europe in SL
- ✓ Evaluation of SL programs: level of student satisfaction
- ✓ Debate: Service learning as a methodology in the new curriculum of EHEA

The emergence of SL in Europe





Great Britain



Community Education - Plowden Report (1967)

Educational reform and pedagogical movements

6 aspects :

1. Relations of mutual support between school and community
2. Shared facilities between school and community
3. A community-oriented curriculum
4. Continuing education (lifelong education / learning)
5. Community involvement in decision-making processes, management school
6. Community Development



Plowden Report



Institutionalization of Community Schools (CS)



Primary schools -marginal or semi-marginal
social and conflictive areas

“Educational Priority Areas” (EPAS)



Evaluation of outcomes: increasing participation
in local development (Midwinter, 1972,1973;
Halsey, 1972; Jones, 1978)





Great Britain



- 450 schools that have embraced this concept of community education (Leicestershire, Nottinghamshire, Devon, Coventry, Walsall, Rochdale, as well as some regions in Scotland and Wales)
- Other regions: “Community School/College” (citizen initiatives from parents, teachers, social workers, etc.)



Community Schools
Community Colleges
Open universities

Link the reality of schools
with the reality of the
neighborhood or region.





Ireland



- *Belfield Primary Community School*



- *Nui Galway*



<http://www.nuigalwaycki.ie/menu.asp?menu=3116>





Germany



- Non-formal education (beginning of XXI century)
- Youth associations (training):

Purpose:

- * Provide recreational areas and creative use of leisure time
- * Develop a civic consciousness in the younger generations out of school

Tasks:

- * Political education
- * International Youth Work (Youth Exchange)
- * Cultural, musical and sporting training



Germany



Development of a complementary relationship and a partnership with the school regarding the socialization of youth:

"Associations of Interest", "Action Plans", "Weeks-Extra School Activity", "Courses and Group Activities" and "Social Issues-Centered Teaching or SL",

First service-learning experiences come "from below", from the base youth.

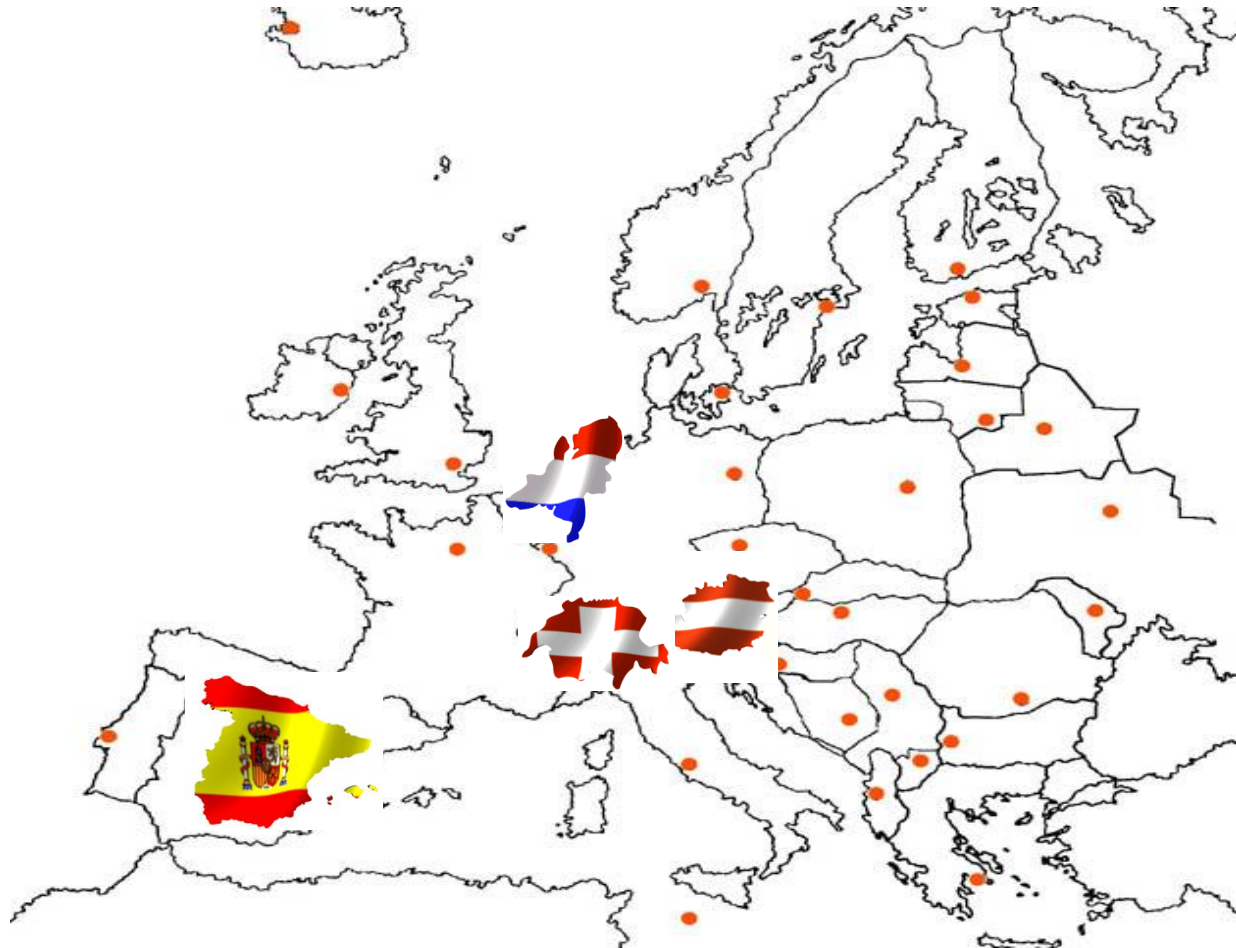
(Böhnisch, Gangl, and Rauschenbach 1991).

Outputs



- Reduce absenteeism and conflict.
- Increases student achievement.
- More involvement in school activities and community (more participation in school and community).
- Increases the motivation of students about learning (Lamas, 2007).

Other countries





Switzerland



EMBRACE (Educational Methodology to Build Respect and Awareness through Community Empowerment) is the name of the TESIS Service Learning Program. Service Learning contains all of the elements of community service and also builds upon service endeavors by focusing on education. Research has shown that over time, the service learning approach develops a more sustainable devotion to service. The focus on education inspires awareness of the deeper underlying issues and causes of challenges various communities are facing.

- ✓ Local SLP
- ✓ Global SLP
- ✓ Inter-School SLP





Holland



MOVISIE is the Netherlands centre for social development. The mission is to promote the participation and independence of citizens. They do this by supporting and advising professional organizations, volunteer organizations and government institutions.

Themes

Five themes are central to our work: Social cohesion, Volunteer effort, Domestic and sexual violence, Vulnerable groups, and Informal care.

<http://www.movisie.nl>



Holland



Ambition

MOVISIE aims to contribute to a society in which people are empowered to the maximum of their capability.

Involved and results-oriented

MOVISIE is involved, demand-driven and results-oriented. We gear our services to the needs in our field of work. And we want our results to be measurable wherever possible: to make our contributions to society transparent. In our work we take account of the diversity of people to avoid exclusion of particular groups.



Holland



Who we work for

MOVISIE is a not-for profit organization and in 2009 approximately 50% of our budget comes from the Ministry of Health, Welfare and Sport. This budget is earmarked and amongst others MOVISIE carries out numerous projects emanating from the Social Support Act (Wmo). Under the Act, the municipalities and local institutions are responsible for setting up social support. Therefore MOVISIE works closely together with local partners. Besides we work with a wide range of (care) institutions, foundations, provinces, other ministries and companies. Professionals are invited to make direct use of the knowledge and expertise of MOVISIE. We are on hand to offer tailor-made advice and support in response to your specific queries and needs.



Holland



Service-learning in the Netherlands

In 2007 the Dutch government introduced a law to implement service-learning into the Dutch secondary school curriculum. This will help young people to develop skills, necessary to participate in society.

Every pupil engages in 30 hours of community service. The pupils will take part in the activities of the non-profit sector.





Austria



Civic Education

Pädagogische Hochschule Salzburg
University of Education in Salzburg

Zentrale Arbeitsstelle für Geschichtsdidaktik
und Politische Bildung
(Universität Salzburg/ Fachbereich Geschichte)





Spain



Citizenship Education – Primary and Secondary School

www.aprenentatgeservei.org – www.gredi.net

-We share rights - a class of 20 students (3rd ESO) conducted research on four organizations that monitor human rights. Then they will disseminate these human rights in primary schools.

-The colors do not age - is an exchange between two generations through a tool of approximation between cultures, drawing and painting.

Evaluation of SL programs: level of student satisfaction



- *Reading Friends- Education-UB*


Students of Education and Teacher Education help improve reading literacy of children and young people in primary and secondary, while performing tasks to support and reinforce literacy.

- *Right to the right- Law-UB*

This is intended to work some credits of law in a practical way. Thus, the pupils directly involved in social entities, task-advice, guidance or elaboration of the legal materials.

<http://www.ub.edu/dret/serveis/dretaldret.htm>

Evaluation of the level of student satisfaction in SL programs



Some outputs

Knowledge and intentionality attributed.

Learnings

Assessment process

OUTPUTS

-39 STUDENTS-

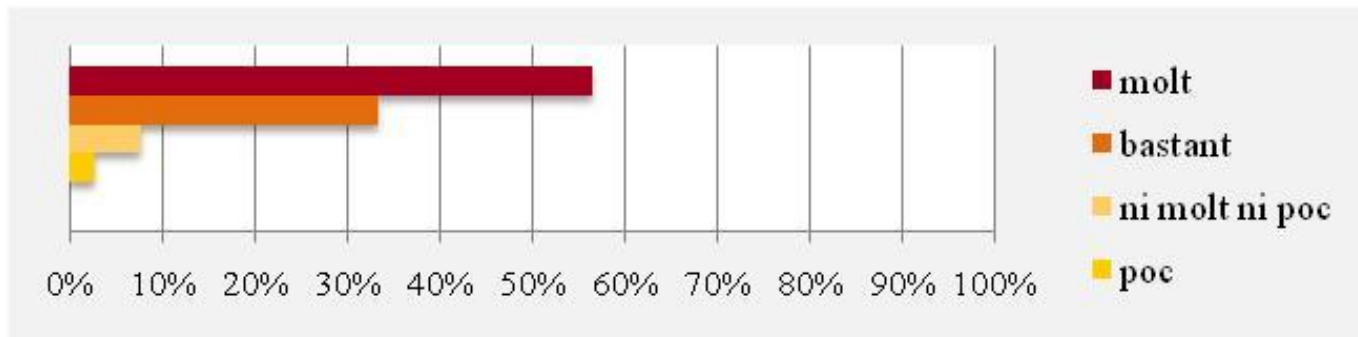


Figure 1. *Do you like the project activities?*

Outputs

-39 Students-



- a) Learning content in areas such as immigration law, administrative law, penal law, teaching strategies and techniques to teach reading and participatory methodologies.
- b) Personal learning as developing social skills, empathy, prosocial behavior, initiative, communication skills, etc
- c) Civic learning like to respect other people and change attitudes. Note that not only do they feel satisfied with the changes experienced, furthermore they would like that citizens experience these changes. They feel satisfied because they want to extend their learning to the rest of the citizenship.





“I have experienced prison and immigration issues.” (Student, focus group 2)

"I understand better who is a solicitor, what are the many resources and could understand many things that were not explained, I did not know and I learned there." (Student, interview 2)

"Obviously, I learned some technical knowledge of law." (Student, focus group).

"There was a child who did not like reading and I knew that he liked the books teach you to draw, and then I brought him books and started working with these books." (Student, focus group).





“The fact of working with people, the knowledge of everyone I work with people having problems can be very strong, increased my communication skills (....) students who have been with me, they have acquired these skills. “ (Institution, interview).

“I took initiative, for example, I couldn't be alone with the children, it was difficult for me, but now I'm learning to be a teacher in class,. I thought I couldn't do it, and now, I can do it.” (Student, focus group).





"I was not xenophobic or racist but there were certain things that I didn't like, for example, that many of the immigrants kept their traditions and I thought, this is not a good thought but it is automatic. Then you see the human side of an immigrant who comes here who doesn't have things easy, although the people say that we give them everything... You have a different perspective when you see how they are doing... so you understand why they maintain their traditions... because being an emigrate is very hard, leave your life behind, all your family and (...) when you arrive here they are looking for something that is familiar, it is normal we would do the same. And this empathy, putting yourself in the place of immigrants is very important to me and I'd like the citizenship to see it, because many things would change, and we would be more tolerant and more open too... and we could learn a lot." (Student, focus group).



Outputs

-39 Students-



These factors –self-esteem, "empowerment", prosocial behavior, motivation, commitment- increased learning of contents, personal and social learnings . (Furco, 2005)

-Students perceive an increase in motivation for the studies through participation in the project:

44% very motivate

44% much more motivated by studies for that degree

- Students are more responsible for their actions:

41% the project has influenced me a lot in this aspect

36% considered fairly

Outputs

-39 Students-



Level of social awareness:

- The action of working with people with some social or educational problems, promotes a critical understanding of themselves, their structural causes and help students to develop tools for social analysis.
- The students consider that the participation in the project has increased their interest in problems that exist in society: 49% much and 44% enough

Outputs

-39 Students-

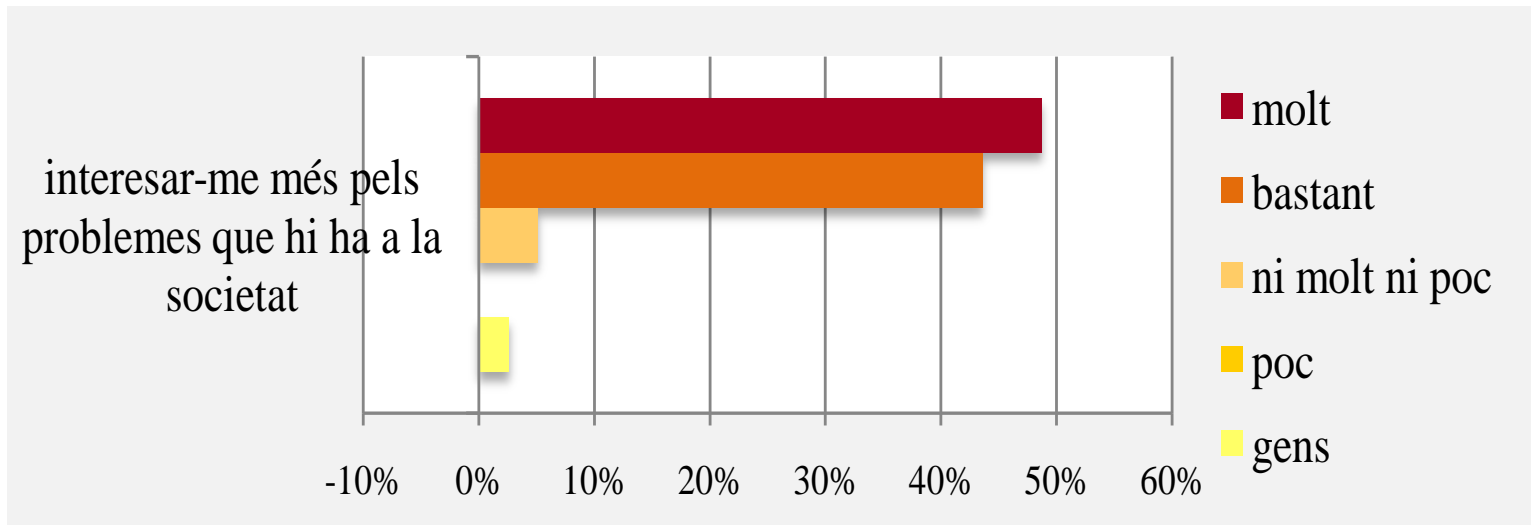


Figure 1. *Assess if the project has helped or not in the following aspects*

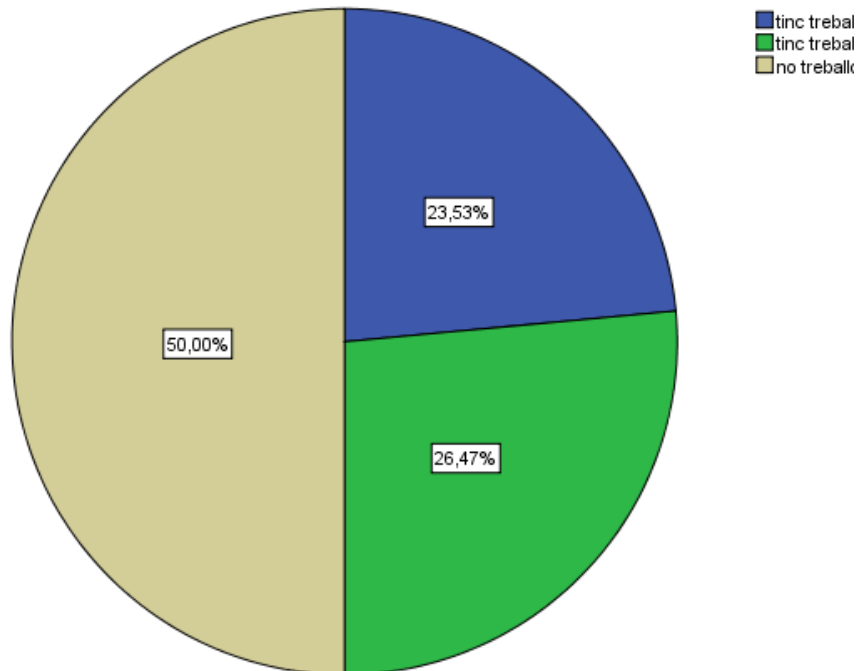
Outputs

-39 Students-

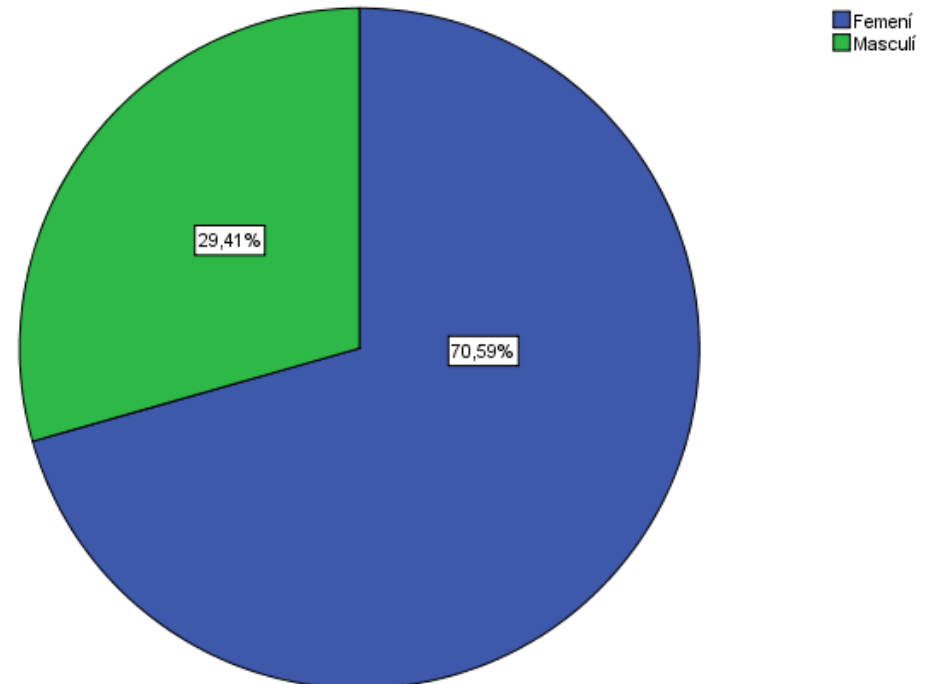


Characteristics Participants (34)

Treballes?



Sexé

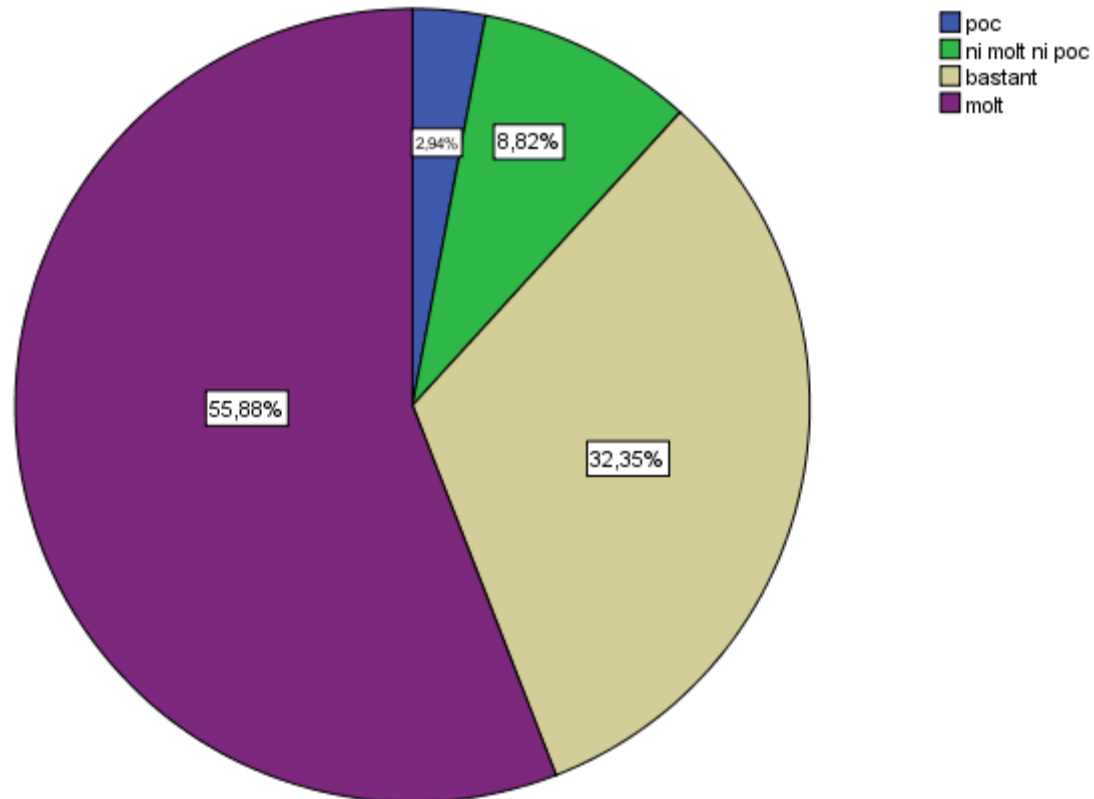


Outputs

-39 Students-



8. Do you like the project activities?

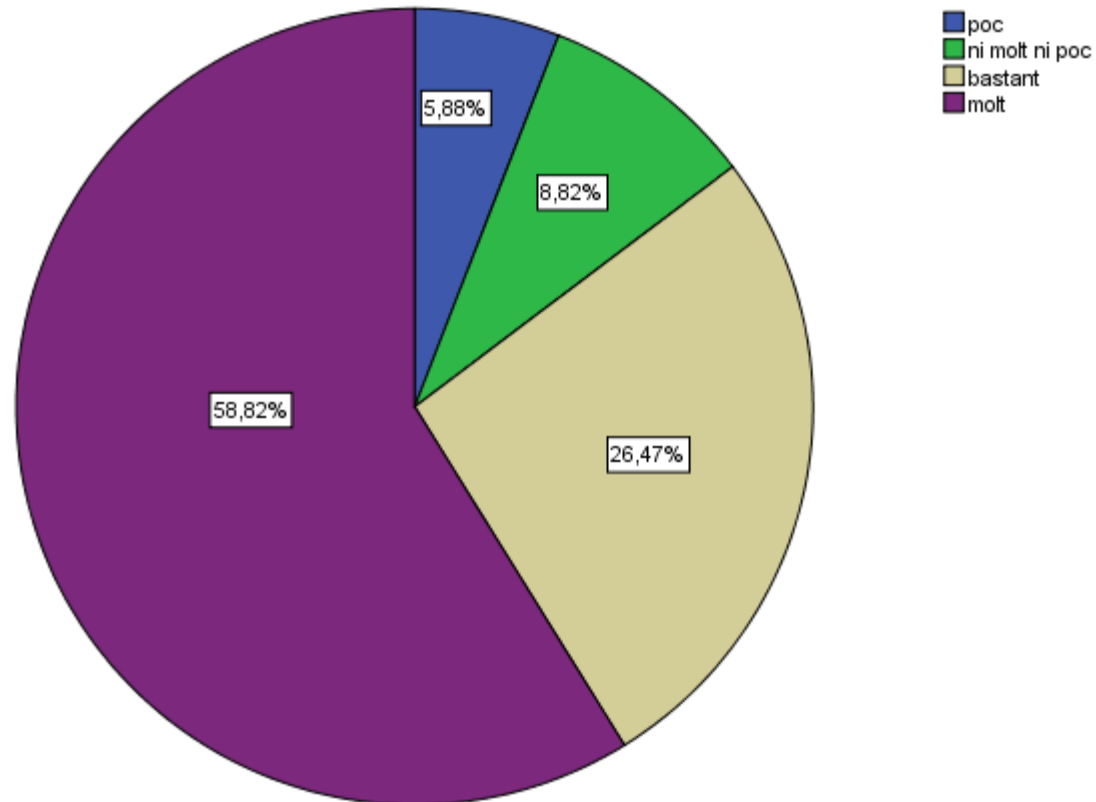


Outputs

-39 Students-



9. Are you satisfied with your participation in the project?

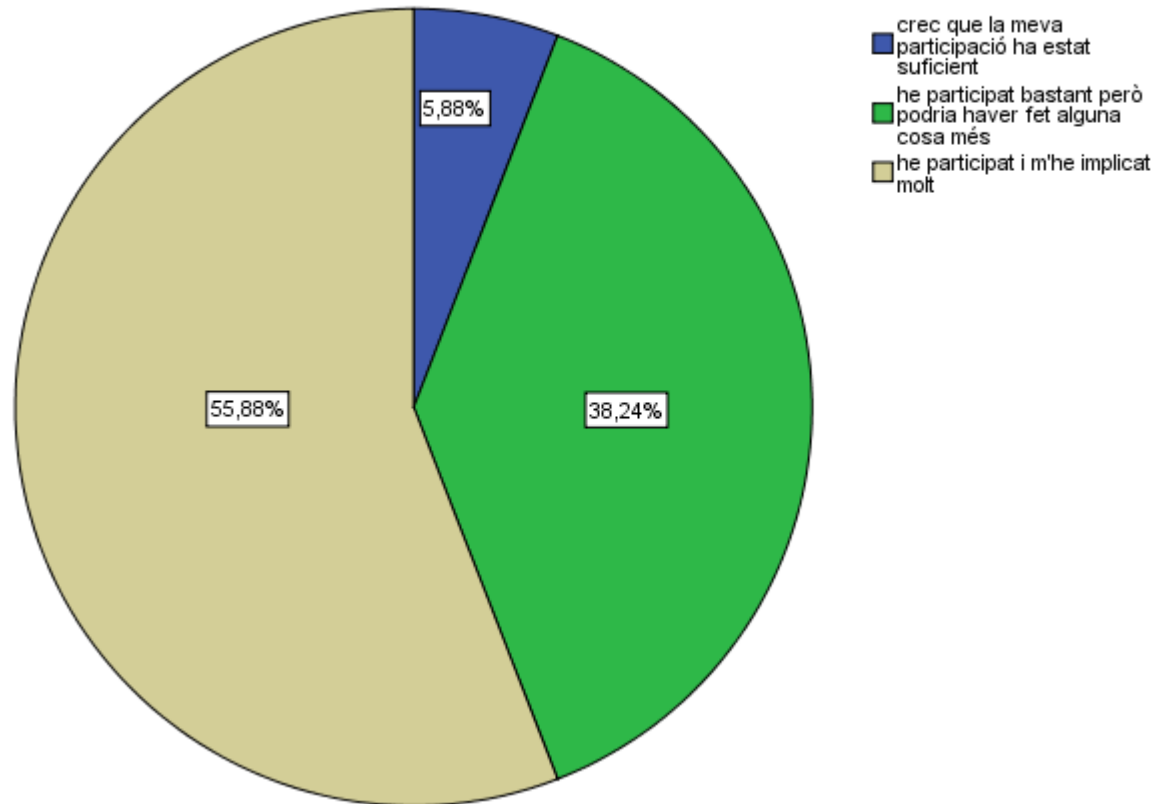


Outputs

-39 Students-



21. Are you satisfied to be part of the project?

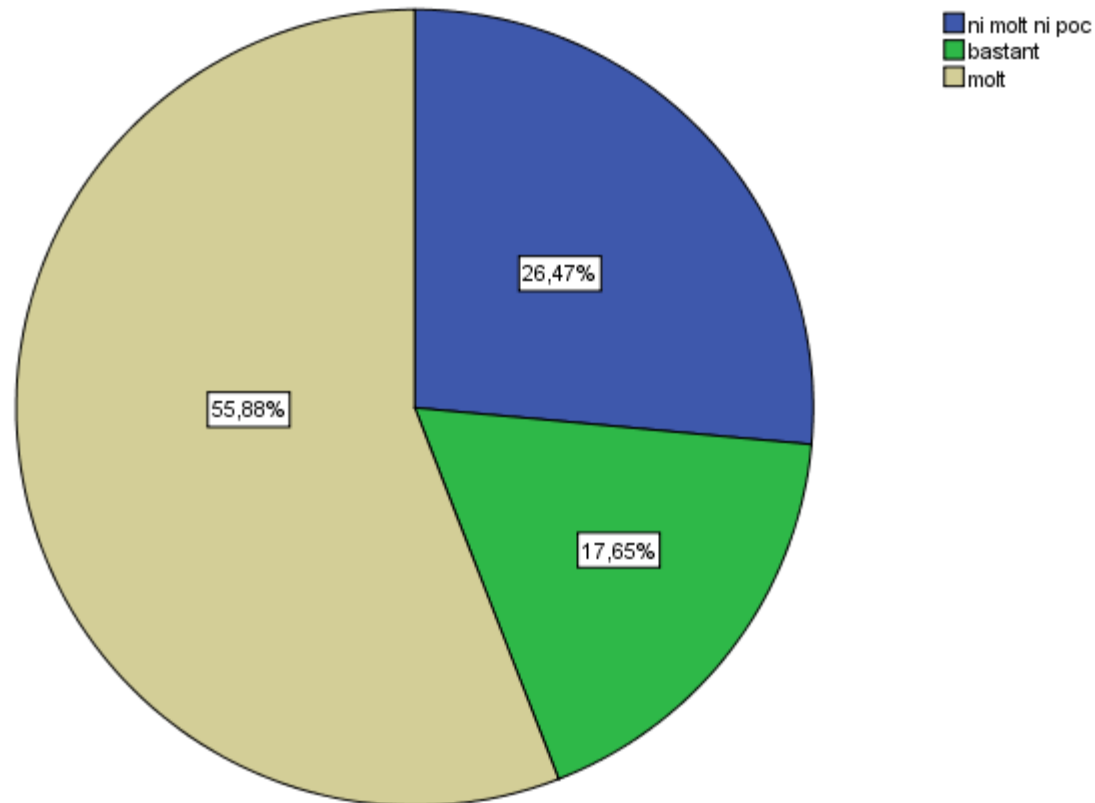


Outputs

-39 Students-



21. Does the project activities response to social needs?

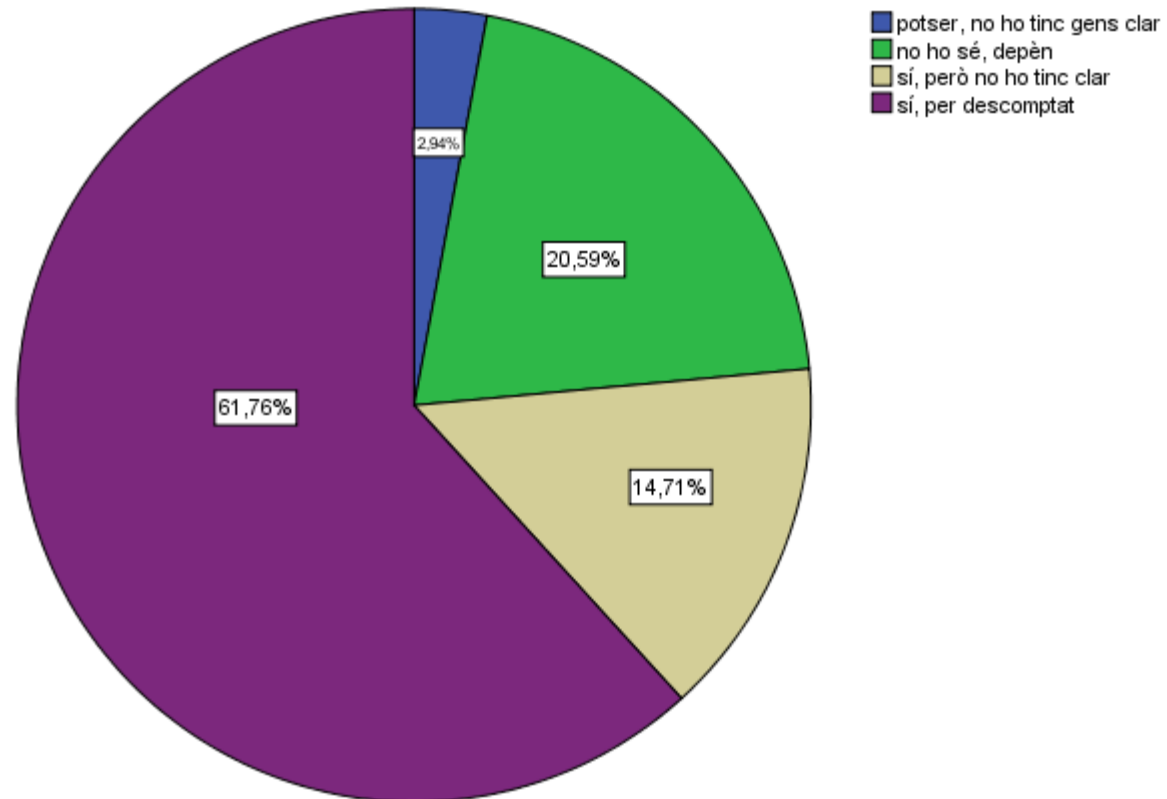


Outputs

-39 Students-



22. Would you participate in projects like this the next year?

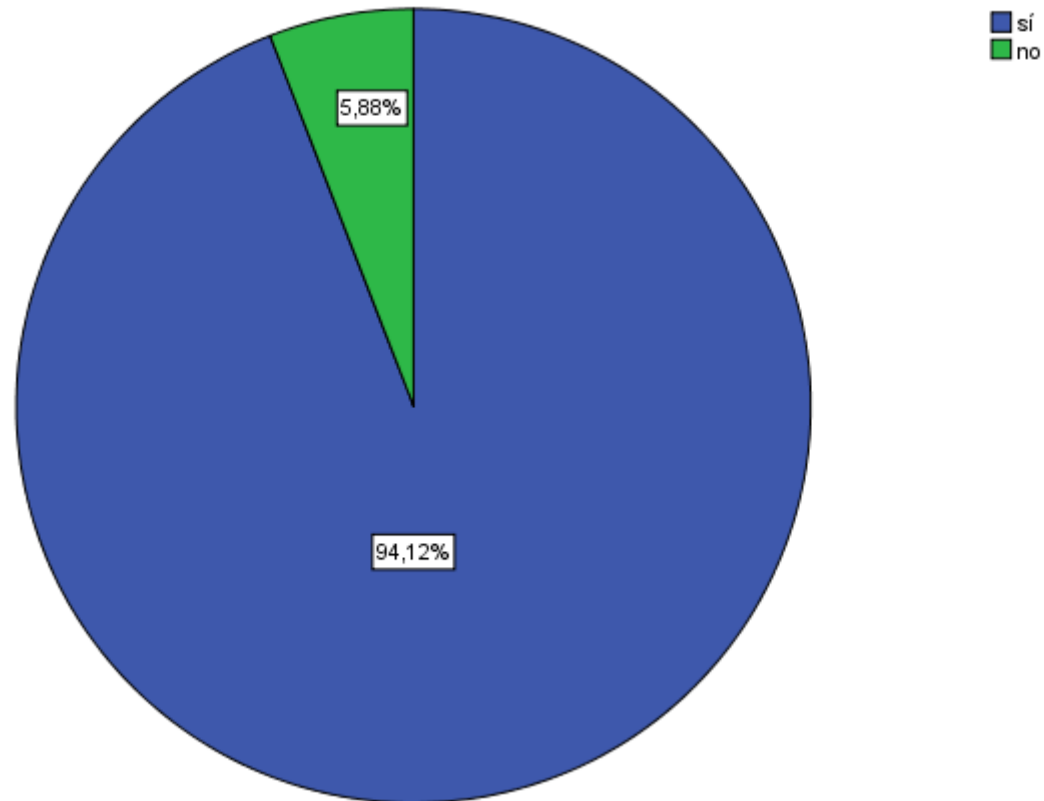


Outputs

-39 Students-



23. Would you recommend your friends to participate in projects like this?



Debate



Service learning as a methodology in the
new curriculum of "European Higher
Education Area (EHEA)

ECTS Credits



- The European Credit Transfer System is the standard adopted by all European Higher Education Area universities to guarantee compatibility and quality in higher education qualifications and to facilitate the recognition of degrees and the mobility of students.
- ECTS credits are based on the total amount of personal work done by the student. In addition to the hours of lecture, all other activities and time needed to pass a module will be taken into account. One ECTS credit is equivalent to 25 hours of work.
- This new calculation implies a change in the conception of assessment systems and lecturers will have to carefully measure the time students will need to invest in each of their activities in order to meet the objectives of the module.

EHEA objectives



1999 - European ministers of education signed the Bologna Declaration which established the foundations for the constitution of the European Higher Education Area (EHEA) in the year 2010. This initiative resulted in the reform of university systems in 46 countries which decided to participate.

Bologna in Spain

Some of the regulations under which the Bologna process has been implemented in Spain are:

- RD 1393/2007 of 29 October on the organization of university studies
- Royal Decree establishing the issuing procedures of the European Diploma Supplement (DS) (1044/2003 of 1 August)
- Royal Decree establishing the European Credit Transfer System and the higher learning qualifications system (1125/2003 of 5 September)
- Organic Law 4/2007 of 12 April amending Organic Law 6/2001 of 20 December on university studies

The **objectives** in creating a European Higher Education Area are:



1. To adapt higher education and research to the demands and needs of European society and to advance in scientific knowledge.
2. To obtain a system which allows compatibility and transparency in the higher education systems of Europe.
3. To promote mobility among undergraduates, postgraduates, education staff and administrative and services staff around Europe.
4. To facilitate recent university graduates the chance to work anywhere in the European Union.
5. To provide students with the knowledge and skills needed to continue their learning process independently.
6. To create comparable higher learning quality standards in all areas: management, teaching and research.



- To **achieve these objectives** all countries of the European Union decided to undertake the following actions:

- a) The convergence of higher learning systems of different countries.
- b) The adaptation of curriculums regarding structure, contents and definition of the learning outcome competences.

- **The pillars supporting** the European Higher Education Area are:
- Cycle study structure
- European Credit System (ECTS) based on students' work
- Unique and transparent qualifications system
- European Diploma Supplement (DS)
- Renewal of teaching methods

The creation of the European Higher Education Area offers a series of opportunities to carry out a full reform of university studies and a change in working habits for both teaching staffs and students.

The concept of EHEA competences



- These competences represent a dynamic combination of attributes related to knowledge, abilities, attitudes and responsibilities which describe the learning outcomes of an educational program or the abilities demonstrated by students at the end of the educational process (*Tuning Project*).
- The development of competences is a continuous process and must take into account the acquisition of knowledge, abilities, attitudes and responsibilities.
- The competence that are determined must be evaluable and therefore must be formulated in a way that allows identifying learning outcomes in an observable and measurable manner.

Specific skills



These skills can be observed and are directly related to the use of concepts, theories or abilities belonging to the degree.

As an example the following verbs can be used to describe them:

- If the skill is for **memorization** purposes: define, point out, describe, name, identify, indicate, refer to, mention.
- If the skill is for **understanding** purposes: recognize, relate, express, discuss, summarize, translate.
- If the skill is for **application** purposes: calculate, apply, use, solve, practice, demonstrate.
- If the skill is for **analysis** purposes: differentiate, relate, discriminate, infer, distinguish, analyze.
- If the skill is for **synthesis** purposes: design, elaborate, reconstruct, sketch, document, organize.
- If the skill is for **evaluation** purposes: judge, assess, revise, justify, select, validate.

Cross-curricular skills



These skills are related to the academic training of university students which will be applied in their future professional or research career.

Cross-curricular skills can be of the following three types:

a) Practical: Learning and training tools:

- independent learning techniques
- Analysis and synthesis
- Organization and planning
- Problem solving
- Decision making
- Basic training abilities
- Spoken and written communication
- Knowledge of foreign languages



b) Interpersonal: Skills needed for good social relations

- Working in multidisciplinary teams
- Critical reasoning
- Ethical commitment
- Recognition of diversity and multiculturalism
- Negotiation
- Self motivation

c) Systemic: Related to the management of all aspects of action (global vision):

- Adapting to new situations
- Creativity
- Leadership
- Initiative and enterprising spirit
- Professional quality
- Sensitivity towards environmental issues
- Project management
- Object management

Evaluation system



- **Evaluation activities** are those that assess the objectives and skill acquired by a student. The results of these activities must be assessed and marked either within a continuous assessment system or through final exams. In cases where these types of activities do not require established time limits (e.g. exams, presentations, etc.) that can be combined with independent (course projects) or supervised (work placements, final project) activities.
- In addition to other aspects the activities include the following **academic methodologies**:
 - Initial diagnosis test/interview
 - Progress report
 - Process exams, exercises and problems
 - Self-assessment (individuals or groups)
 - Final evaluation of reports, works, projects, etc. (individuals or groups)

- Final written exams
- Memoirs
- Final project/course projects
- Proves manipulatives
- Essays/dossiers
- Oral presentations
- Student folder



- The assessment must be **coherent with the methodological approach** and criteria can differ depending on the type of activity being evaluated. There are several options. The specific weight of each activity upon evaluation must be taken into account.
- When defining assessment systems, the following must be **considered**:
 1. Workload expected from students in relation to the amount of time at their disposal.
 2. The contribution of each subject to the global profile of the degree studies.
 3. The incorporation of tutorials and other activities, the coordination of combined-learning and distance activities, and the coordination of the teaching staff.

Among the aspects teaching staff must take into account when designing and developing integral assessments of the teaching-learning process the following elements need to be considered:



- a) Emphasize on the need to reflect on actions before, during and after the learning process.
- b) Include assessments for both learning outcomes and learning processes.
- c) Allow students to develop skills in assessing what they and their peers have learned.
- d) Share evaluation tasks between staff and students.
- e) Evaluate outcomes and processes and point out ways to improve learning processes.
- f) Incorporate self-assessment processes and assessment between peers.
- g) Explain and share evaluation criteria with students.

Courses must thus be prepared for the students who will be attending and not for staff members who will be teaching them.

Activity



- What service learning project are you involved in?
- What limits are there in implementing SL projects in the framework of the EHEA?
- How do we overcome these challenges?

Thank you!



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