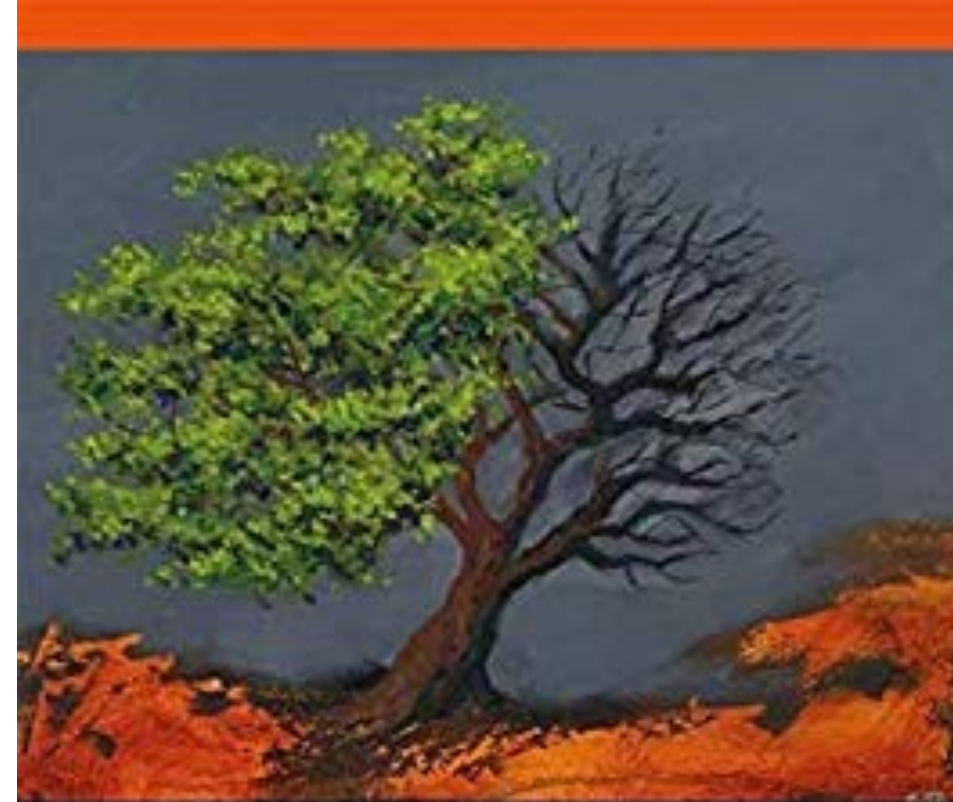


Book presentation

Embedding service-learning in European higher education



Embedding Service- Learning in European Higher Education

Pilar Aramburuzabala, Lorraine McIlrath and Hector Opazo



This book...

- Exposes service learning as a key approach in terms of embedding a culture of political and civic literacy within higher education;
- Considers service learning in Europe, an area of growing research in service learning practice;
- Explores the issue of university social responsibility;
- Presents chapters from leaders in the service learning movement at a national and international level.

- 2019
- Routledge. Taylor & Francis Group
- 249 pages
- 31 authors: 4 guest & 11 students
- 4 parts and 14 chapters

Part I Foundations of Service Learning within Europe

1. What Is Service Learning? Making Sense of The Pedagogy and Practice.

Andrew Furco and Katrina Norvel

2. The Changing Face of Higher Education - Economic and Democratic Imperatives

Juliet Millican with Seth Pollack, Bruna Zani, Wolfgang Stark, Nives Mikelic Preradovic and Pilar Aramburuzabala

3. Youth Life Purpose - Evaluating Service Learning via Development of Lifelong Radar' for Community Contribution

Seana Moran

Part II Europe Engage - Approaches to Service Learning

4. Europe Engage - Developing a Culture of Civic Engagement through Service Learning within Higher Education in Europe

Lorraine McIlrath, Pilar Aramburuzabala and Héctor Opazo

5. Service Learning, Civic Competencies and Working Life Skills

Aura Nortomaa and Henrietta Grönlund

6. Understanding the Evolution of Service Learning at European Universities - Insights from Actor-Network Theory

Natalija Mažeikienė

7. Identified Service Learning Practices in European Higher Education

Nives Mikelic Preradovic and Wolfgang Stark

Part III European Higher Education Practice - Case Studies

- 8. National University of Ireland, Galway - Developing Service Learning as an Ethos and Practice**
Lorraine McIlrath and Ruth McMenamin
- 9. Service Learning in Teacher Training - A Case Study of the Autonomous University of Madrid**
Héctor Opazo and Pilar Aramburuzabala
- 19. Promoting Civic Engagement through Service Learning at the University of Bologna**
Bruna Zani and Antonella Guarino
- 11. Service-Learning in Post-Communist Countries - Lithuania and Croatia**
Nives Mikelic Preradovic and Natalija Mažeikienė
- 12. European Student Reflections and Perspectives on Service Learning**
Aidan Harte, Arnaud Persyn, João Louro, Loes de Smet, Katherine Harvey, Kevin Laabs, Sara Minotti, Patricija Naujanyte, Riikka Porkolo, Sara Semenski, Elena Guerrero with Lorraine McIlrath

Part IV Future Considerations for Service Learning in Europe

13. Institutionalisation of Service learning in European Higher Education

Lucas C. P. M. Meijs, Stephanie A. Maas and Pilar Aramburuzabala

14. Considerations for Service Learning in European Higher Education

Pilar Aramburuzabala, Maria João Vargas-Moniz, Héctor Opazo, Lorraine McIlrath and Wolfgang Stark

CH 2

The changing face of higher education: economic and democratic imperatives

Juliet Millican (UK), Bruna Zani (Italy), Wolfgang Stark (Germany),
Nives Mikelic Preradovic (Croatia) and Pilar Aramburuzabala (Spain)
(and Seth Pollack)

Macro-Structures, Systems and Influences

- Contested definitions of purpose of higher education
 - Self-realization & social transformation
 - Professional formation and vocational training
 - Research engines; linked to economic growth
- Inappropriate reward and incentive structures (accountability) for “social engagement”

Knowledge Democracy

“Knowledge democracy is in part the idea that knowledge is to be measured through its capacity to intervene in reality and not just to represent it... Now is the moment to widen the scope of knowledge in society and to move beyond creating socioeconomic well-being towards a true knowledge-based society, through engagement with citizenry as a whole, at all scales of activity, to dealing with the problematic issues of the day and the global issues.”

-Global University Network for Innovation, 2014

Tensions in definitions of THIRD MISSION

- Industry vs. civil society linkages (Germany, Croatia)
- Citizen science & dissemination vs. social responsibility, disadvantage (UK)
- Transversal competencies vs. discipline-based knowledge (Italy)
- Students as engaged citizens vs “customers” and “future employees”
- Rising nationalism (economic interests) vs pan-European, global commitments (identity, diversity, inequality)

CH 4

Europe Engage: developing a culture of civic engagement through service learning within higher education in Europe

Lorraine Milrath (Ireland), Pilar Aramburuzabala (Spain), Héctor Opazo (Chile),

It is not a book about Europe Engage...



...but it derives from it.

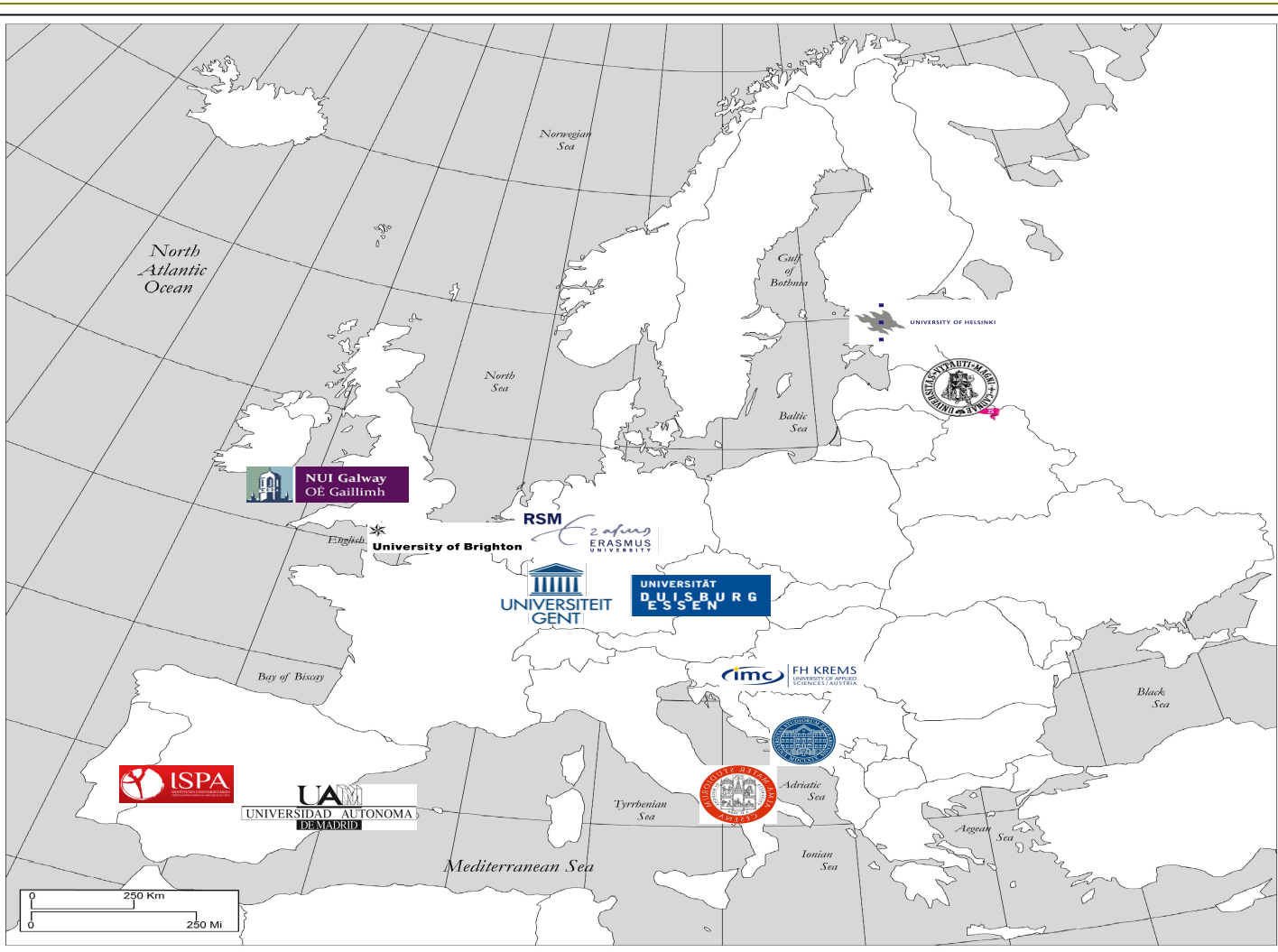
The project

- Erasmus + Programme
- Key Action 2: Strategic Partnerships-Higher Education
- 3 years (2014 -2017)
- 340.247,93 €
- www.europeengage.org

Developing a culture of civic engagement through service-learning within Higher Education in Europe



Partners



1. Autonomous University of Madrid (Spain)
2. Erasmus University of Rotterdam (Netherlands)
3. Ghent University (Belgium)
4. Instituto Superior de Psicologia Aplicada (Portugal)
5. National University of Ireland, Galway (Ireland)
6. University of Applied Science-Krems (Austria)
7. University of Bologna (Italy)
8. University of Brighton (United Kingdom)
9. University of Duisburg-Essen (Germany)
10. University of Helsinki (Finland)
11. University of Zagreb (Croatia)
12. Vytautas Magnus University (Lithuania)

Aim of the project



To promote **service-learning** as a pedagogical approach that embeds and develops civic engagement within higher education in Europe...



... and the creation of a European network

Specific results

- Definition of Service-Learning in European Higher Education
 - Mapping S-L within Europe
 - Knowledge sharing
 - Intervention
 - Training
 - Promoting institutionalization
 - Disseminating



Collective definition of S-L

Service-learning (sometimes referred to as community based or community engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from active engagement within community and work on a real world problem.

Reflection and experiential learning strategies underpin the process and the service is linked to the academic discipline. (Europe Engage, 2015)



University Culture and Identity

University mission & Marketing	9
Strategic plans/Websites/Publications	8
Community representation on Boards	8
Civic engagement explicit as a term in mission	2
Senior management support	12
Support for coordinating units	9
Professional development opportunities	7
Substantial training	1
Career promotion policies	4

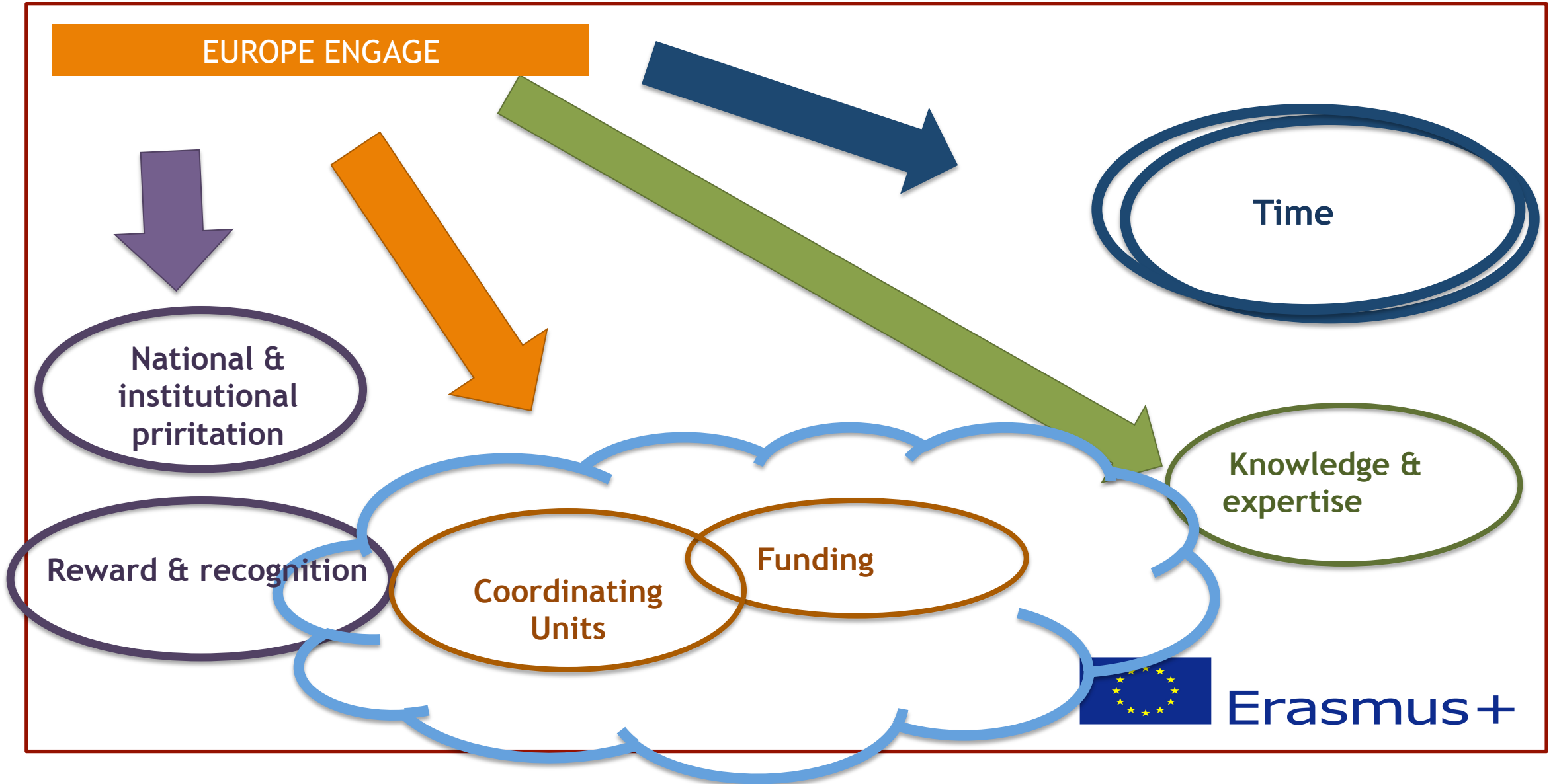
Service Learning Activities (2013-2014)

- 11. SL incorporated into programmes
- Diversity of degrees (PG and UG) Education/Theology/Business
- 7. Community collaborations in design and delivery / 3. Assessment
- 97 Courses offered in 8 HEIs
- 3323 Students engaged in 6 HEIs
- 634 community partners in 6 HEIs

National Context

- 5 National Networks (Germany/Lithuania/Spain/UK/Ireland)
- 3 National HE Policy:
 - **Ireland**. National Strategy for Higher Education to 2030
 - **Lithuania**. HE policy supports civic Engagement but no direct reference to SL
 - **Spain**. Royal Decree 1027/2010 Article 64.3
“Universities should promote practices of social and civic responsibility combining academic learning and community service, improve the quality of life and inclusion”

Challenges



CH 8

National University of Ireland, Galway: developing service learning as an ethos and practice

Lorraine McIlrath and Ruth McMenamin (Ireland)

CH 10

Promoting civic engagement through service-learning at the University of Bologna

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Bruna Zani and Antonella Guarino (Italy)

Promoting civic engagement through Service Learning at University of Bologna (2015-2018)

- At the beginning (2015) no experience and no knowledge of the concept of S-L at Unibo (in Italy LUMSA, Rome; Polisocial, Milan; isolated examples)
- **2016**, June: the meeting of Europe Engage and IARCSLE European regional research Conference; Launch of Italian Network; a symposium at SIPCO national conference
- 2016-17. a Community psychology Lab in Cesena (30 students, 30 hours, 4 Credits, 6 local projects)
- **2017**, February: First meeting of Italian network in Bologna (12 Italian universities, 5 Foreign universities, 4 private training agencies)
 - April: multiplier event, a staff training (25 participants, Unibo teachers and administrative staff)
 - May: conference of Italian University rectors on Global citizenship: endorsement of the unibo Rector on S-L
 - October: symposium at ECPA Conference in Newcastle (UK)
- 2017-18: three Lab on S-L with Psychology students (2 in Clinical Psychology course, 1 in School and community psychology course)
- **2018**, March-June: 1 course on S-L as transversal competence (18 students from all faculties, 20 hours, 3 credits, 6 projects)
 - March: 2° conference of Italian Network (Florence)
 - April: Workshop on S-L sponsored by the Utrecht Network, held in Bratislava (16 scholars from 11 countries)
 - May: workshop for Unibo academic staff and administrators (with Seth Pollack) (33 participants)

RESULTS

- **Positive reaction of students and community organisations**
- **interest of scholars**
- **A favourable context for S-L (EU policies on civic competencies, Third mission of the University; transversal competences programme)**
- **Multiplication of S-L courses activated at UNIBO**
 - **Consolidating and enlarging the group of interested academics**
 - **Building a National Network of S-L & Community Engagement (Bologna, 2017, Florence, 2018 and Brescia, 2019)**
 - **Consolidating international partnerships around the issue of S-L**
- **New E+ projects in S-L (Rural 3.0, Unicorn)**

Critical points

- The results achieved in little more than 3 years are considerable. The Service Learning situation has however some critical points
- There are still problems in the definition of service learning and there is the need to clarify both the differences and similarities with other forms of student engagement, such as internships, civic service (at national and regional level), volunteering activities. Due to this lack of clarity, it seems more useful to keep the English terminology (*service learning*) without a direct translation into Italian.
- The organisation of service learning at UNIBO is still very poor as there are no central offices, no dedicated staff and resources, and there are few service learning courses. While great efforts have been placed on the institutionalisation of service learning, with more recognition and reward for teachers and staff involved in these activities, there is the need to better coordinate the actions of dissemination of service learning at local and national levels
- +++++
- The road is still long but the positive feedbacks coming from students, academic colleagues, and staff, combined with the results of the ongoing activities launched in the past three years, could finally promote the institutionalization of the S-L approach at the University of Bologna

CH 12

European Student Reflections and Perspectives on Service Learning

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Aidan Harte (Ireland), Arnaud Persyn (Belgium), João Louro (Portugal), Loes de Smet (Netherlands), Katherine Harvey (UK), Kevin Laabs (Germany), Sara Minotti (Italy), Patricija Naujanyte (Lithuania), Riikka Porkolo (Finland), Sara Semenski (Croatia), Elena Guerrerom (Spain) with Lorraine McIlrath (Ireland)

CH 13

Institutionalisation of Service learning in European Higher Education

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Lucas Meijs (Netherlands), Stephanie A. Maas (Netherlands) and Pilar Aramburuzabala (Spain)