UNIVERSITY SERVICE-LEARNING INSTITUCINALIZATION IDENTIFICATION ANALYSIS OF EXPERIENCES

José Luis Lalueza
joseluis.lalueza@uab.cat

Sílvia Blanch
Silvia.blanch@uab.cat

David García-Romero
david.garcia.romero@uab.cat

Universitat Autònoma de Barcelona

UAB [ApS] Aprenentatge Servei Universitari UAB

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From individual initiatives towards a process of institutionalization

- Institutionalization process: Developing a campus network
- Interweaving alliances: Developing an University-Community network

The work of the group of innovation in Service-Learning

- Definition and criteria for S-L in UAB
- Website for support and communication
- Research of S-L on campus
  - Mapping S-L
  - In Depth study of S-L
  - Conclusions attempt

From individual initiatives towards institutionalization: Starting point
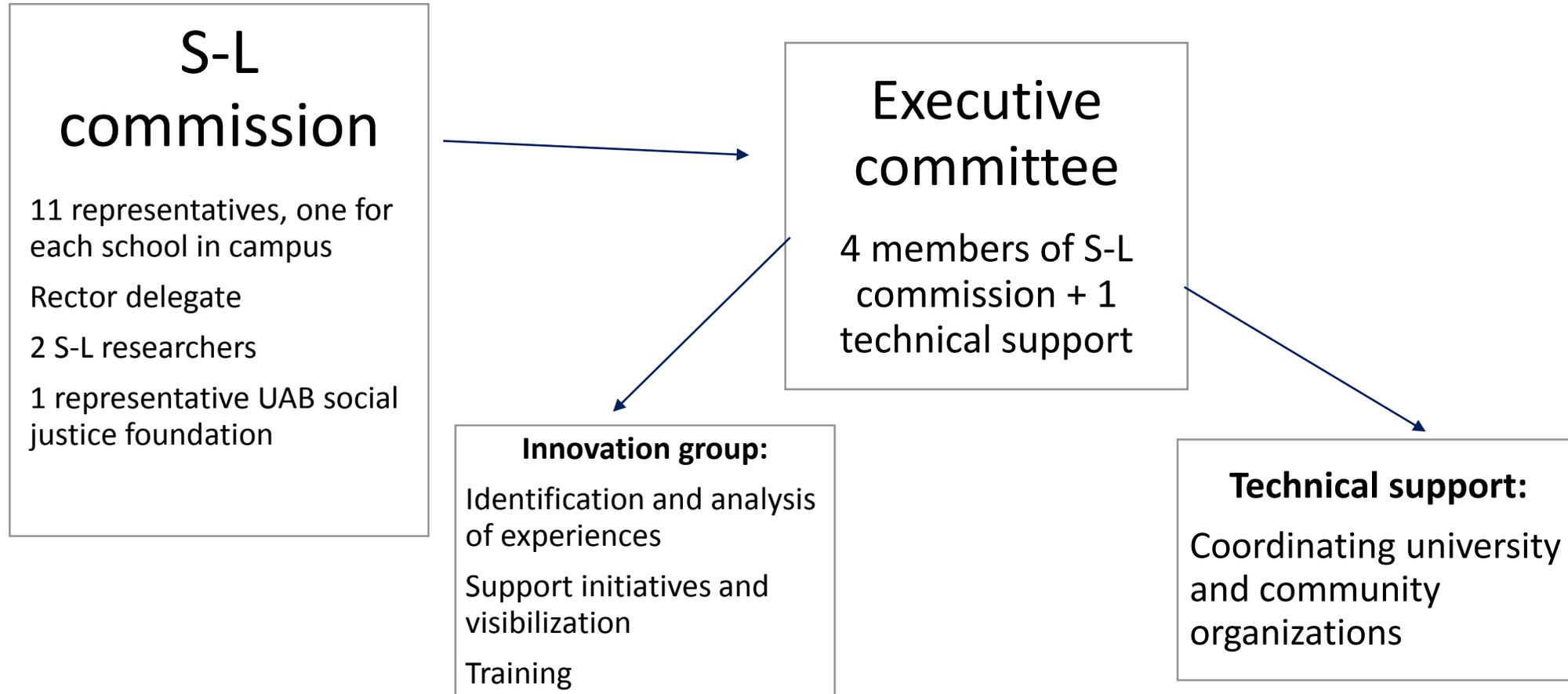
- 105 Degrees and 286 Master programs and 258 postgraduate diploma
- Diversity of projects promoted by individual professors or small groups
- Informal alliances with community organizations
- Voluntarism
- Lack of support and awareness

UAB

From individual initiatives towards institutionalization: Promoting group

- Researchers involved in S-L projects
- UAB foundation involved in global justice programs of the university

Sharing experiences in national networks > legitimating S-L inside the institution

From individual initiatives towards institutionalization: Institutionalization scheme

S-L commission

11 representatives, one for each school in campus

Rector delegate

2 S-L researchers

1 representative UAB social justice foundation

Executive committee

4 members of S-L commission + 1 technical support

Innovation group:

Identification and analysis of experiences

Support initiatives and visibilization

Training

Technical support:

Coordinating university and community organizations

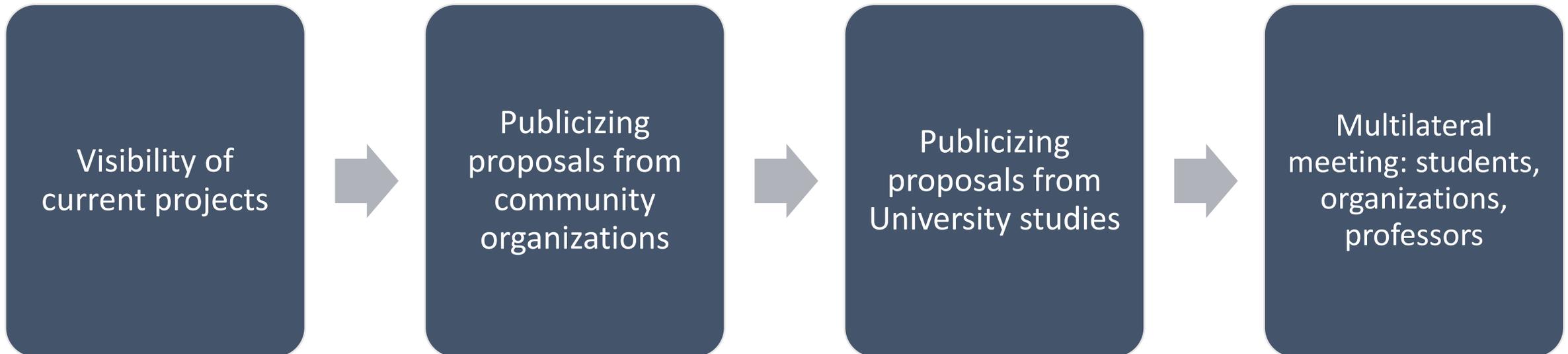## S-L Innovation group developing: S-L definition

- *In the framework of the social responsibility of the universities, Service-Learning (S-L) is an educational proposition where students learn through **participation in a project oriented to a real necessity of the community** [...]. In S-L students commit to an experience that entails both **curricular learning , the development of personal competence and a real service to the community, potentially sustainable.***

- *S-L entails the identification of a social **necessity** (environmental or cultural), the **intervention** for solve this necessity and the process of **reflexion** that allows to connect practical experience with the theoretical knowledge and that promotes awareness on social issues.*

S-L Innovation group developing:
Requirements to consider ~~be~~ a S-L ~~activity~~ project as such

	Students	**Communitary Project**
Requirements	- Contribution to community - Awareness on participating in social Contribution. - There is evidence of learning knowledge or competences on the curriculum - There is evidence of reflection process	- Service is done in a non-lucrative context - It answers a recognized social necessity - It is oriented to a communitary improvement - There is evidence of a communitary impact
Indicators of quality	- They participate in the detection of necessities - They participate in the intervention dessign - They choose to do S-L among other options	- It involve actively members of the community - It is sustainable beyond the intervention of students - There is an explicit acknowledgment form the community.

S-L Innovation group developing: Current activity

- Creation of Webpage for diffusion and workplace for interaction
  - http://pagines.uab.cat/aps/ca

| Visibility of current projects | → | Publicizing proposals from community organizations | → | Publicizing proposals from University studies | → | Multilateral meeting: students, organizations, professors |

Research on S-L along campus

- Identifying the diversity in the current Service-Learning projects along campus to support the process of institutionalization

- Two lines of research
  - A) Extensive survey: quantity, faculties and main characteristics
  - B) Intensive study: reasons of being, resistances and potentialities

A) Mapping current experiences of S-L

- Goal: "Where?", "How?", "With Who?" is S-L performed
- Data and participants:
  - 1) Survey to professors through the departments offices: 43 answers
  - 2) Semi-structured interviews with professors: 11
- Analysis:
  - Analysis of S-L activity system: a) subjects, b) objects, c) mediating artefacts, d) community of reference, e) division of labour, f) rules
  - Number of programs through faculties, disciplines and types of organizations

A) Preliminary results on mapping:
Common traits on Service-Learning systems of activity

Subject of activity: Student as the subject, as well as in other activities. Collaborative activities where the collective subject is a group of students and others.

Object of activity: Double objective of activity: learning (or academic evaluation) and social impact. The stress on one or other can highly variate.

Mediating artefacts: Knowledge itself functions as psychological instrument for social impact.

Community: Two (or more) communities, one academic and the other one in different types of organization. This entails students need to address different agents and are also addressed by different voices.

Division of labour: The actions/tasks for social <u>intervention</u> and <u>learning</u> are distributed among professors, students and members of organizations. Usually students is in both, <u>professor on learning</u> and <u>organizations in social action.</u> Tasks can usually be shared.

Rules: S-L must fulfil necessities of learning and community. Decision-making happens through negotiation as much as possible. Commitment to others from all parts. Student seems to be the last authority on decision-making, while professors and organizations have right to veto.

A) Preliminary results on mapping:
Types of Service-Learning models

- **Proto-Service-Learning by execution:**
  - Students are doing an action that entails a social contribution and learning form it.
  - They have no margin for agency-taking since activity is pre-set.
  - There is no reflexive process for making them aware of the social contribution.
  - Reasons: mechanic-complex activities that need supervision, no reflection.
  - Example: Surgical intervention in animals.
- **Proto-Service-Learning** by simulation:
  - Students develop an activity oriented to service.
  - There is a reflection process about such service that produces meaningful learning.
  - Students have no access to real activities so they design
  - Reasons: protection of privacy of users that makes difficult mass access of students.
  - Example: Simulation of bilateral translation on public services.
- Talking about proto-service-learning and recognizing those experiences in campus is important
  - to see our potentiality for engaging more in the territory and
  - see what are the problems they are facing for implementing a full S-L

A) Preliminary results on mapping:
Types of Service-Learning models

SELF-CONCLUDING SERVICE-LEARNING PROJECT:

- Project started by student or group of students in Grade's Final Projects or Practicums.

- Short intervention that usually ends with students' work.

- Action is the core of S-L, curricular learning of different disciplines and competences is instrument and by-product of the Project.

- **Student** (or group of students) as main agent, analyses, designs, negotiates with members of community, develops the action and informs of it.

- **Professor** as support for students and occasionally contact and mediator with members of community.

- **Members of community** as collaborator on students' tasks, providers of information and evaluating reliability of the Project

- Examples: Developing a system of moving chairs for mental paralysis; Designing and implementing workshops; Developing a communication plan for a NGO

A) Preliminary results on mapping:
Types of Service-Learning models

SERVICE-LEARNING IN DISCIPLINARY COURSES:

- Started by professor, that sets S-L as a part of a course.

- Allows large and sustainable interventions

- The relationship between curricular knowledge and intervention is usually the core. The evaluation goes mainly around curricular learning.

- Usually combined with action-research

- **Professors** as starters and main designers of the project; supporters; contact with community; and evaluators

- **Students** as practitioners that think and develop concretion of the activity and construct learning from it.

- **Agents on community** as sometimes receivers of activity and others collaborators and or providers of information.

- Examples: Creating science divulgation material; Participating in collaborative education with other participants (children, elderly…); developing thematic podcasts.

A) Preliminary results on mapping:
Types of Service-Learning models

SERVICE-LEARNING BY COMMUNITIES OF PRACTICE:

- It is created through a negotiation between professors and community.

- The core is a **shared long-term project**, where different goals meet.

- There are different possible levels of participation, distribution of labour is flexible. The object of activity is clearly double, and the stress on service or learning variates from agents. Access to practice is linked to commitment and competence

- Rules and practices are flexible to the contributions of newcomers.

- **Students:** Have usually different roles to take, which entail different knowledge to access to.

- **Professors:** support students, co-design with students and community and sometimes participate in activities, evaluate students' learning.

- **Agents on the community**: Collaborate with students, co-design with students and professors, can have access to evaluation of learning.

A) Preliminary results on mapping: Describing the map

Faculty	Autoconclusive	Disciplinary courses	Communities of Practice	Proto-SL ejecution	Proto-SL simulation	Total
Bioscience			1			1
Science	2					2
Communicational sciences	2	7			1	8
Educational sciences	1	6				7
Political sciences			1			1
Law						0
Economics	1					1
Humanities						0
Medicine		1				1
Psychology	1	2	1			4
Traduction		1			1	1
Veterinary	1			2		1
Total	**8**	**17**	**3**	**2**	**2**	**28**

Discussions:
Reasons of being and potentials of different models of service-learning.

Proto-SL:	By providing contact with community and flexible schedules, some Proto-SL of simulation could be developed in SL in disciplinary courses or Community of Practice.
	By providing support on design of courses some Proto-SL of execution could incorporate reflection and open room for student agency.
Conclusive:	It prioritizes student agency and is very effective on training professional competence and promoting agency-taking.
	It can open new fields of innovation through students contributions, and also new paths for collaboration with territory.
Disciplinary courses:	It can serve for long-lasting programs but for being alive, ti should be open to innovation.
	It is very efficient on constructing the link between theory and practice and for that to construct mutuality university-territory
Community of practice:	It is very complex and students might get lost, it needs a lot of brokering.
	It opens paths for systemic changes on university in relation with its territory

B) In-Depth study (In construction)

- Objective:
  - Describing diversity of motives, restrictions and needs for engaging in S-L from the perspective of the three kinds of agents: students, professors, agents of community
- Data and participants:
  - Participants chosen by a) diversity on disciplines, b) diversity among projects, c) opportunity of contact.
  - 11 semi-structured interviews with professors
  - Focus group of two cases with students, professors and members of community
  - 2 cases of ethnographic participant-observation
  - Document analysis of publications
- Analysis:
  - Inductive thematic analysis on motives, restrictions and necessities of agents.
  - Triangulation between researchers

B) Preliminary results on in-depth study: Motives, restrictions and necessities through different voices

	Motives	Restrictions	Needs
Professors	-Personal engagement in social issue -Educational innovation -Sharing personal interests	-Atomization of university in departments -Bureaucracy and limitations in schedule -"School culture" of students	-Connection with volunteering organizations -Schedule flexibility -Support with bureaucracy
Students	-Real participation -Social contribution, agency -Testing their competence -Human relationships	-Time-consuming assignments -Lack of preparation for action and human relations	-More opportunities in Grade -Help with the managing of group Works -Support in specialized tasks
Agents from communities	-New ideas from university -Energy, optimism and learning perspective of youth -Social inclusion, empowering -Participating in education	-University schedules -Massive access to vulnerable population -Low capacity to support students	-More wil of university to collaborate. -Diversity of projects.

Consideration for practice and research

Different ways of relations through service-learning entail **different social action**.

The need of maintaining and fostering **diversity.**

Towards a **systemic change** in higher education?

Putting the stress on mutual agency, support and learning. **Humanization**

Thank you

- *José Luis Lalueza*
  joseluis.lalueza@uab.cat

- *Sílvia Blanch*
  Silvia.blanch@uab.cat

- *David García-Romero*
  david.garcia.romero@uab.cat

- Universitat Autònoma de Barcelona