Students at your service:

Student contributions in a service-learning course

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1 Service learning in Development Project Management (DPM)

Major: Governance, Economics & Development, 2019-2020							
400-level	Capstone thesis						
300-level	Institutions in Time **(compulsory)**	Public Policy Analysis: Evidence-based Policy and Evaluation Public Policy Analysis: Anticorruption Public Policy Analysis: Comparative Social Policy	Human Security: Poverty Human Security: Food Security Development Project Management (10EC)	Multi-level Governance	Advanced Political Economy	Economics of European Integration Economic Growth and Development	Environment and Development Environmental Economics	Law, Governance, and Development
Methodology courses 200-level / 300-level	Quantitative Research Methods **(compulsory)** Foundations of Research Design **(compulsory)** Qualitative Research Methods Geographic Information Systems Advanced Geographic Information Systems Advanced Quantitative Research Methods Game Theory Modelling Bio-economic Dynamics Calculus						
200-level	Decision-making Processes **(compulsory)**	Politics of the Policy Process: Policy Reform and Change Politics of the Policy Process: Varieties of Bureaucracy and Governance Outcomes	Politics and Development Politics and Development: Coming of Age in Africa	Comparative Party Systems	Political Economy: Asia Political Economy: Africa Political Economy of Natural Resources	Microeconomics Macroeconomics International Economics	Life Cycle Assessment Environmental Governance (formerly: Environmental Policy)	Political and Economic Foundations of Law
100-level electives (not part of any tracks)	Foundational Texts in Governance, Economics & Development						
100-level	Institutions of Governance & Development **(compulsory)**		Introduction to Comparative Politics **(compulsory)**		Principles of Economics **(compulsory)**	Sharing Scarcity: The Commons Sharing Scarcity: Water	Comparative Justice Systems
Tracks	**Institutional Analysis**	**Policy Science**	**International Development**	**Comparative Poitics**	**Political Economy**	**Economics**	**With EES**	**With IJ**
	Major tracks						**Co-convened tracks (shared with other Majors)**	

Learning outcomes

Service

- Address 'challenge' for client development organization
- Deliverables
  - Research brief
  - Problem analysis
  - Best practice review
  - Results framework
  - Concept note
  - Project pitch (video)

Learning

- Knowledge
  - Development studies content
  - Project-specific content
- Skills
  - Team work
  - Online collaboration
  - Public speaking
  - Problem analysis
  - Professional engagement

2 Do students benefit?

Knowledge

Development studies

- "A main lesson I take away from this course is, surprisingly, a reduced cynicism towards the nebulous field of international aid. I enjoyed learning about the heightened sense of social responsibility that appears to permeate modern aid...Readings further helped me reduce my cynicism towards large scale projects"(AI).

Project-specific

- "Even after extensive research for an entire semester and multiple conversations with our clients, we continuously felt a lack of context-specific information that would allow us to tailor our intervention most effectively to the target community"(FL).

Skills

Analysis & project design

"What DPM has shown me is that I don't have the passion or enthusiasm for development. I see this as an important lesson for me as I now know where my skills and opinions lie. And the skills and knowledge of management design I can use for other potential areas in my future professional life"(SD).

Team work

"In LUC, it's very easy to succeed as an individual. We learn to keep our heads down and keep working well ourselves and hope that one day we'll work together magically as a whole without putting in any effort...Learning how to really do teamwork was something I haven't found in any other class, but look forward to continuing it in whatever future teams are to come"(AS).

Professional engagement

"As our client once said to our group during a Skype call, 'it's not just about getting A's for you, but also about getting an A for the community'" (SV).
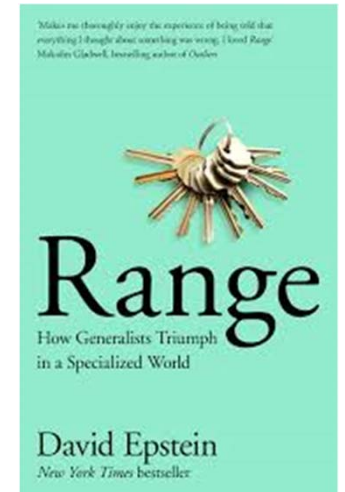
❸ Do the clients benefit?

- Assistance (energy, time)
- Financial support
- Legitimacy/Recognition
- **Range**

Range

"As technology spins the world into vaster webs of inter-connected systems in which each individual only sees a small part, we need more...people who start broad and embrace diverse experiences...People with range" (Epstein 2019:14).

LAS/LUC Generalists and Outsiders

- Interdisciplinary thinking-interconnections
- Diverse skills-methodological approaches
- Analogical thinkers
- Fresh eyes
- Social and emotional distance

As generalists

-"We are not experts. There are people far more knowledgeable on the background context. Throughout the project it was a challenge to find the confidence to make certain assumptions in order for our logical process to go forward"(DI).

Open to learning and resourcefulness

- All projects

New tools

- Sauti Moja

Learning by analogy

- YADEN: Shield

As outsiders

-"The risk of [being outsiders] is the dehumanization of development by becoming accustomed to treating real people and their suffering as "challenges" or "outcomes"(AG).

Fresh eyes

- All projects

No agenda

- YADEN: Art Caravan

Social/Emotional distance

- YADEN: All projects

4 What are the conditions for successful student service?

Conditions

Suitable projects

- Useful for the client
- Feasible for the student
- Warrant group work

Engaged partners

- Aligned interests and clear expectations
- Open communication

Teaching to the rhythm

- Of project design cycle
- Of project needs
- Of sequential skill development in students

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*Illustrations by Sebe Emmelot: www.emmelot.eu